DOCUMENT RESUME

ED 125 133 EA 008 461

TITLE Educational Policy and Planning. Canada I. Review of Educational Policies in Canada: Introduction.
INSTITUTION Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE 75
NOTE 80p.; For related documents, see EA 008 461-466; Some tables may reproduce poorly due to small print
AVAILABLE FROM OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (free)

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Adult Education; Early Childhood Education; Educational Administration; *Educational Finance; *Educational History; *Educational Planning; *Educational Policy; Elementary Secondary Education; Expenditure Per Student; Higher Education; *Organization; *School Statistics; Statistical Data; Student Enrollment; Tables (Data)
IDENTIFIERS *Canada

ABSTRACT

This is the first volume of a six-volume review of educational practices and policies in Canada. This is an introduction that provides a general overview of the constitutional, statistical, operational, and organizational background of education in the nation. The subsequent volumes deal with education in four geographical regions and the educational activities of the federal government. (Author/IRT)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED125133

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: EA HE
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

EDUCATIONAL POLICY AND PLANNING

CANADA

I

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT

PARIS 1975

2

EA 008 461

FOREWORD

At the request of the Organisation for Economic Cooperation and Development (OECD), the Government of Canada, with the concurrence of the Council of Ministers of Education, agreed to undertake a review of educational practices and policies in Canada, as part of a regular activity offered by the OECD to its member countries.

The preparation of this review was coordinated by the Council of Ministers of Education in cooperation with the federal government. As with similar examinations already completed in several countries, the purposes of the review are twofold: to acquaint others with educational developments in Canada and to assist the Canadian education authorities in planning more effectively for the future.

From a geographical point of view, Canada is the largest country in the western hemisphere and the second largest in the world. It occupies the northern half of the North American continent with the exception of Alaska and Greenland. The lands within its 3,851,809 square miles have been politically divided into ten provinces: British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, New Brunswick, Nova Scotia, Prince Edward Island and Newfoundland; and, two territories - Yukon and the Northwest Territories (ref. map of Canada on p. iii). At the time of the 1971 census, Canada's population was 20,569,000.

In the political context, Canada is a federal state and, according to the Constitution, education falls under provincial jurisdiction. Because of these factors, the internal review is presented in a form that differs from those dealing with centralized systems of education. For the purpose of this review, Canada has been divided into the following geographical regions: the Western Region brings together the provinces of British Columbia, Alberta, Saskatchewan and Manitoba; the two central provinces, Ontario and Quebec, maintain separate regional status; and, the Atlantic Region groups the provinces of New Brunswick, Nova Scotia, Prince Edward Island and Newfoundland. Since the federal government has responsibility for education in the two territories, in addition to its other educational activities, it was considered as a region in the context of this review.

The foregoing should not lead the reader to believe, however, that the systems of education do not resemble one another or that they have evolved and operate in isolation. The colonies which have become Canada were settled at different periods, by people with different cultural backgrounds, whose attitudes and institutions reflected differences in language, religion and social traditions. Nevertheless, there are similarities in culture, history and geography that provide a natural framework for a study such as this.

Overall management of this project has been the responsibility of a coordinating committee of the Council, composed of one representative each from the Western Region, Ontario, Quebec and the Atlantic Region. Two representatives from the federal government also participated in the activities of the committee. In addition, each region appointed a director to be responsible for the production of that region's report.

The components of the internal review are as follows: an introduction, which provides a general overview of the constitutional, statistical, operational and organizational background; the four regional reports describing the educational policies and practices of the provinces; and, the section on the educational activities of the federal government. Together, the six reports offer an up-to-date survey of education in Canada.

REVIEW OF EDUCATIONAL POLICIES

in

CANADA

INTRODUCTION

The Provinces of Canada

TABLE OF CONTENTS

FOREWORD 1

CHAPTER I CONSTITUTIONAL FRAMEWORK

A. The Origins of the Educational Systems 1

B. The Evolution of Educational Services 3

C. Redirection and Reform 5

CHAPTER II EDUCATION IN CANADA

A. Early Childhood Education 7

B. Elementary-Secondary Education 8

C. Post-Secondary Education 14

D. Continuing Education 19

E. Financing Education 21

CHAPTER III THE STRUCTURE FOR ADMINISTRATION AND DEVELOPMENT

A. Administrative Organization 28

B. Advisory Bodies 29

C. The Search for Cooperative Action 31

D. Non-Governmental Organizations 31

E. Council of Ministers of Education, Canada 33

STATISTICAL ANNEX 37

REFERENCES 70

BIBLIOGRAPHY 72

TABLES

Table		Page
1.	Provincial Commissions of Enquiry in Education	6
2.	Kindergarten Enrolments, Selected Years	8
3.	Elementary-Secondary Enrolments, Selected Years	9
4.	Grade XII Enrolment Related to Grade II Enrolment Ten Years Earlier, Selected Years	10
5.	Percentage of 15 to 17 Age Population Attending School, Canada	10
6.	Enrolment in Private Elementary-Secondary Schools	11
7.	Total Full-Time Teachers, Selected Years	13
8.	School Enrolment, Number of Teachers, Pupil-Teacher Ratio, 1960-1970	13
9.	Full-Time University Enrolments, Selected Years	15
10.	Full-Time Non-University Post-Secondary Enrolment, Selected Years	16
11.	Proportion of Women Students in Post-Secondary Institutions	17
12.	Total Full-Time Post-Secondary Teachers, Selected Years ...	18
13.	Part-Time University Enrolment, Selected Years	19
14.	Registration in Continuing Education Programs, 1971-72	20
15.	Total Full-Time Enrolment, All Types, 1960-1975	22
16.	Total Expenditures on Education, Selected Years	23
17.	Measurements - Expenditures on Education in Relation to Socio-Economic Indicators, Canada	24
18.	Expenditures on Education and Percentage Distribution by Source of Funds, 1966-1970	25
19.	Provincial and Municipal Expenditures by Functions (Percentages), 1960 and 1970	26
20.	Estimates of Per Student Cost, by Regions	27
21.	Provincial Commissions or Advisory Bodies for University or Post-Secondary Education	30

CHAPTER I

CONSTITUTIONAL FRAMEWORK

1. The basis of Canada's written constitution is the British North America Act, which was passed by the British Parliament in 1867, following three years of discussion among colonial leaders from Upper and Lower Canada and the maritime region. It created a federation of four provinces - Quebec, Ontario, Nova Scotia and New Brunswick - which has now been expanded to a total of ten together with two territories under federal jurisdiction. Section 93 of the original Act placed education under the control of each province. thereby confirming differences which had already begun to appear in the educational structure of the various regions. This section reads as follows:

> In and for each province, the Legislature may exclusively make laws in relation to education subject to the following provisions:
> (1) Nothing in any such Law shall prejudicially affect any right or privilege with respect to denominational schools which any class of persons have by law in the province at the Union;
> (2) All the powers, privileges, and duties at the Union by law conferred and imposed in Upper Canada on the separate schools and school trustees of the Queen's Roman Catholic subjects shall be and the same are hereby extended to the dissentient schools of the Queen's Protestant and Roman Catholic subjects in Quebec;
> (3) Where in any province a system of separate or dissentient schools exists by law at the Union or is thereafter established by the legislature of the province, an appeal shall lie to the Governor-General-in-Council from any act or decision of any provincial authority affecting any right or privilege of the Protestant or Roman Catholic minority of the Queen's subjects in relation to education;
> (4) In case any such provincial law as from time to time seems to the Governor-General-in-Council requisite for the due execution of the provisions of this section is not made, or in case any decision of the Governor-General-in-Council on any appeal under this Section is not duly executed by the proper Provincial Authority in that behalf, then and in every such case, and as far only as the circumstances of each case require, the Parliament of Canada may make remedial laws for the due execution of the provisions of this Section and of any decision of the Governor-General-in-Council under this Section.

A. The Origins of the Educational Systems

2. A generation earlier, in 1841, when the two colonies of Lower and Upper Canada were united under a single legislature, a common education act was adopted. It proved unworkable, however, due to cultural and religious differences. New legislation was substituted almost immediately, giving each province the power to create an educational system of its own, and these separate systems developed side by side during the twenty years before confederation.

3. In the Atlantic provinces, on the other hand, common characteristics were discernable very early, not only between the systems already established in Nova Scotia and New Brunswick, but also between those of Prince Edward Island and Newfoundland, colonies which did not enter confederation until later.

4. In 1867, therefore, it could be said that there were three distinct regional systems of education. These had emerged in Quebec, Ontario and the two maritime provinces and each had certain distinguishing features.

5. The four western provinces were created from Rupert's Land, the vast territory purchased in 1870 by the Government of Canada from the Hudson's Bay Company. Manitoba and British Columbia became provinces in the 1870's but it was only in 1905 that Saskatchewan and Alberta achieved provincial status. In the intervening period, their educational services were organized under the federal Department of the Interior. Between these systems, therefore, there are regional similarities which may be attributed not only to geography, but to history and demography as well.

6. Two territories still remain outside these provincial structures - the Yukon and Northwest Territories. The population of these vast areas is sparse and heterogeneous, partly native, partly made up of other Canadians who have migrated from the south. The schools are operated by departments of education which are under the jurisdiction of the federal Department of Indian Affairs and Northern Development.

7. Each time a new province has been admitted to the Confederation, the provisions of Section 93 of the British North America Act have been reaffirmed, so that all provinces have the same degree of responsibility for the operation of their educational systems. For its part, the federal government is directly involved in the education of native people, both Indian and Inuit, the population of the territories, the personnel and families of the armed forces and persons confined to federal penal institutions.

8. In the course of a century, the scope, diversity and cost of educational services have all steadily increased and it has been said:

> In 1867 education was the cheapest and simplest of government services, easily administered and cheaply financed by local parents and ratepayers; today, in 1958, it has become the most expensive and complex of our social services.[1]

9. To keep pace with this evolution, some form of inter-governmental action has been necessary from time to time. At the turn of the century, for example, there was concern in some provinces about training in agriculture, while in others the pressure of industrial development led to the demand for industrial and vocational training. As a result, a federal Agricultural Training Program was initiated in 1913 in cooperation with several of the provinces. With the approval of the provincial premiers, the federal government also appointed a Royal Commission on Industrial Training and Vocational Education (1910) whose recommendations were partly implemented in the Technical Education Program of 1919. Through these and

other subsequent measures, federal support was provided to all provinces for the development of technical and vocational education.

10. More recently, after World War II, it became necessary to expand and diversify higher education. Constitutional and fiscal problems had been closely examined in the late 1930's by a Royal Commission on Dominion-Provincial Relations,[2] and new fiscal arrangements had been adopted during the war years that gave increased revenues to the central government. Acting in support of the universities, the Parliament of Canada in 1952 authorized the payment of annual grants, based on per capita of provincial population, to all approved institutions. The scale of these grants was increased several times before 1966 when, to meet the objections of several provinces and to assure the development of non-university post-secondary programs, the payments were made directly to the provincial authorities.

11. There are, of course, many private educational institutions, almost all of which are under provincial jurisdiction. Policies vary from one province to another. Some of the governments impose strict control, while others virtually ignore their existence. Generally speaking, most governments refuse to use public funds for private purposes, although three provinces - Quebec, Alberta and Saskatchewan - contribute some form of financial assistance. Since the public services for early childhood education are limited in most provinces, there are many private schools in this sector and the supervision is frequently minimal. On the other hand, in the post-secondary sector, almost all the institutions - colleges and universities - are now supported mainly from public funds and have been brought under a measure of government control.

B. The Evolution of Educational Services

12. In Canada, as elsewhere, public expectations of education have risen sharply since the end of World War II. Claims were advanced that education would curb the rivalries of war, that it could speed reconstruction, that it should promote universal harmony, that it would extend the boundaries of knowledge and help control the discoveries of technology and science. At the same time, the hopes of underprivileged people everywhere were stirred by the promise of equal educational opportunity for all.

13. After 1945, the birth-rate in Canada rose rapidly, creating an unprecedented demand for elementary, then for secondary and, finally, for university and other types of post-secondary education. In 1950, the school-age population (ages 5-19) was about 3.5 million. Within five years it increased to 4.2 million and by the end of the decade it had reached 5.2 million, a rise of about fifty percent. Immigration also brought two million new Canadians into the country between 1945 and 1960. As for the men and women in the armed services, whose education had been interrupted when they left civilian life, the federal government made it possible for 50,000 of them to attend university between 1945 and 1950, and another 80,000 to receive vocational and technical training. Obviously the sudden increase placed heavy strains on all levels of the educational systems. At first, accommodation was provided in temporary buildings, but the construction of new schools and colleges and the expansion of universities soon became necessary in every province.

14. The problem of providing teachers was even more serious. Teaching had always been a poorly paid occupation; moreover, the teaching profession had become badly depleted during the war. Many teachers volunteered for military or civilian service and their replacements were frequently unqualified. An analysis of salaries, conducted by the provincial ministries of education, showed that in 1943 nearly 75% of Canada's teachers received less than $1,200 annually. It was calculated that, to raise the median to $1,321, provincial governments would have to increase their yearly expenditures by $39,000,000.[3] A national survey on the status of the teaching profession, conducted in 1948, reported that "The present acute teacher shortage is largely the direct result of low standards in the profession, of inadequate remuneration and of unsatisfactory living and working conditions."[4] By 1950, the problem had reached crisis proportions and each province was forced to adopt whatever measures it could to keep its classrooms open. Some tried raising standards, in the hope of attracting better candidates who would remain permanently in the teaching force. Others lowered the qualifications in order to find temporary relief. Nearly all resorted to temporary permits and accelerated courses. The consequences were soon apparent. In 1955, when Statistics Canada made a study of the problem in depth, 15% of the elementary teachers in Canada had not met the minimum requirements of secondary school graduation and a year of professional training, 40% of the secondary school teachers did not have a university degree and professional training, and 15% of the university teachers had not advanced beyond a bachelor's degree.[5] Thus, while it was possible to build classrooms for the influx of students, it was not easy to find a sufficient number of qualified teachers to staff them properly.

15. A third problem was the necessity for a revision of school curriculum, in order to bring it into line with the social and economic realities of the time. In accepting the principle of universal education, society had substituted a heterogeneous school population for an elite, and Canadians, as their contemporaries in most other countries, found some difficulty in accepting the full implications of this change in concepts. As the economy became more highly industrialized and sophisticated, new skills and standards were imposed on the labour force. A national survey conducted in 1949 by the Canadian Research Committee on Practical Education, representing education, industry and labour associations, left no doubt that school curriculum must change by placing more emphasis on science, mathematics and practical subjects.[6] A new generation now occupied the classrooms, one which would use the transistor and television, jet aircraft and computers. The comprehensive secondary school was generally recognized as the answer because it could offer a wide range of options to students having a wide range of interests and abilities. This type of program was gradually introduced in all the provinces.

16. The traditional pattern of educational finance in Canada placed the major responsibility for maintaining elementary and secondary schools on municipal government authorities. Beyond that, universities were usually supported from private or non-governmental sources, including tuition fees. Provincial governments, which in 1947 contributed only about 19% of the net general expenditure on education, were suddenly forced to offer supplementary and capital grants to school boards, especially for secondary and technical education. After the turn of the decade, they became more firmly committed.

Expenditures tripled in the ten years following 1947, finally exceeding a billion dollars for the first time in history. This spectacular rise reflected not only the increase in enrolments, but also a considerable improvement in teachers' salaries, large-scale building programs and the expansion of special services, such as bus transport for pupils, an innovation which indirectly required large expenditures for roads, maintenance and equipment. Year by year, as the budgets increased, municipal authorities demanded more support from the provincial governments, some of which resorted to the imposition of sales taxes to be used for education. At the same time, the universities, having persuaded the federal government to come to their rescue in 1952, made repeated claims for further federal assistance. Thus, provincial governments as well as the federal government became deeply involved in financing education, and it became obvious to all involved that still greater demands lay ahead.

C. Redirection and Reform

17. During the last half of the 1950's, trends toward educational reform became sufficiently pronounced to produce basic changes in Canadian attitudes toward education. The census of 1951 confirmed the fact that enrolments would increase even more rapidly for a number of years; the shortage of teachers in school and university was bound to continue as long as other types of employment offered greater attractions and rewards; technological changes demanded new skills from the labour force which were being supplied, not through the schools, but by immigrants; and, it was estimated that costs would rise at the rate of not less than 10% a year. There were still a few educational leaders who believed that there was "nothing much wrong with Canadian education that a great deal of money, properly applied, would not set right,"[7] but many others, and a large section of the rank and file, were prepared to search for new directions and guidelines. Each of the Western provinces, for example, appointed a royal commission to examine its school system and recommend reforms. This procedure was followed by other provinces during the 1960's. The federal government named a commission to study Canada's economic prospects and forecast manpower needs.[8] Statistics Canada improved its coverage of education, and the Director of its Education Division, Dr. E.F. Sheffield, predicted that university enrolments would double by 1964. University leaders were concerned by these forecasts and, as a result, the Association of Universities and Colleges of Canada called a conference in 1956 on "Canada's Crisis in Higher Education". External pressures were brought to bear by the launching of the Russian Sputnik and the challenge of space science. As further evidence of widespread concern, a number of national educational bodies organized the first Canadian Conference on Education, held in Ottawa in 1958. The impetus built up during these years was sustained and there are links of cause and consequence as the 1950's merge with the new decade.

18. In the 1960's, as public interest in education increased and the problems of education became more complex, the systems and institutions were extensively examined by government commissions such as those established earlier in Ontario[9] and in the western provinces. (The list of these commissions appears in Table 1.) The composition, mandate and procedure of these bodies varied, but all aroused considerable public interest and debate as a result of their public hearings and recommendations. The majority conducted

extensive research which produced valuable data. In most instances, the membership of the commissions saw representation from both sexes, included laypersons as well as educators, and was usually chosen from among the residents of the province concerned. In general, the mandate was restricted to a specific problem or sector of education, such as the elementary-secondary curriculum, technical education, finance, higher education or the coordination of municipal services for health, welfare and schools. However, in three provinces - Quebec, Newfoundland and Alberta - the mandates covered all levels, types and aspects of education, and the reforms recommended called for a complete reorganization of the whole system. Even where the studies were more restricted, supplementary research and public discussion led to a comprehensive reassessment of educational services and, by general agreement, the scope of education was extended considerably. Education became recognized as a universal right to which everyone should have access, and as a continuous process, not limited to school or college classrooms but continuing throughout life. In light of these new dimensions, the following section will examine the educational services provided in the areas of early childhood, elementary-secondary, post-secondary and continuing education.

TABLE 1

PROVINCIAL COMMISSIONS OF ENQUIRY IN EDUCATION

British Columbia	Cameron, Max	1945	School finance, administration
Ontario	Hope	1945-50	Elementary-secondary
Nova Scotia	Pottier	1953-54	School finance
Saskatchewan	Baker	1958	Agriculture and rural life
Manitoba	Macfarlane	1956-59	Elementary-secondary
Alberta	Cameron, Donald	1957-59	Elementary-secondary, finance
British Columbia	Chant	1958-60	Elementary-secondary
Prince Edward Island	LaZerte	1959-60	Finance, administration
Quebec	Parent	1961-65	All levels and aspects
New Brunswick	Byrne	1962-63	Municipal services, finance
New Brunswick	Deutsch	1963-65	Higher education
Newfoundland	Warren	1964-68	Education and youth
Prince Edward Island	Bonnell	1965	Higher education
Ontario	Hall, Dennis	1966-68	Elementary-secondary
Alberta	Stewart	1966	College
Ontario	Wright, Davis	1969-72	Post-secondary education
Prince Edward Island	Sheffield	1969	Post-secondary education
Alberta	Worth	1969-72	Planning for all levels and aspects
Nova Scotia	Graham	1972	Education, public services and provincial-municipal relations
Manitoba	Oliver	1973	Post-secondary education
Saskatchewan	Hall	1973	University governance

CHAPTER II

EDUCATION IN CANADA

A. Early Childhood Education

19. The development of early childhood education in Canada has been uneven. Kindergartens were opened in urban centres such as Toronto and Montreal soon after 1900, when the pressures of industrialism and the example of Maria Montessori stimulated a public demand for pre-school classes. It was not until after World War II, however, that urbanization and other new factors, including the employment of large numbers of women in industry and commerce, increased the demand to a point where public authorities generally accepted early childhood education as part of their responsibility. This view has been recently reinforced by recommendations of two official bodies, the Royal Commission on the Status of Women and the Senate Committee on Poverty in Canada, both of which reported that the services for early childhood were completely inadequate and recommended action to correct the situation.

20. Part of the difficulty arises over the confusion of names and purposes. Kindergartens, when they were originally introduced, were usually restricted to five-year old children, although in many instances they now provide for four-year olds as well. Below that age, provision is now made in "nursery schools". The French term for kindergarten is generally "la maternelle", as the old term "jardin d'enfants" has almost dropped out of circulation. To add to the confusion, terms such as "pre-school" and "préscolaire" have been used to describe all informal or pre-elementary classes. With the introduction of "day-care centres" and "crèches", the nomenclature has become even more confused, because these are essentially custodial establishments outside the control of education ministries and usually operated by social welfare authorities.

21. Practices and policies vary a good deal from province to province but, generally speaking, the services are well below the demand and needs. Kindergarten classes are offered by many local school authorities, particularly in urban areas. Attendance is voluntary and tuition charges are often imposed. Provincial ministries are responsible for the training and certification of teachers. Over 1200 kindergartens and nursery schools are also operated through private initiative under some degree of provincial control, although the extent of this control varies considerably. Among the most successful are a number of parents' cooperatives which not only make provision for the development of the children, but also require cooperative effort and learning among the parents. In several centres these programs are well advanced. Progress has also been made in the use of television for home instruction. The American program, Sesame Street, has achieved remarkable success in Canada and experiments are now in progress to prepare programs more appropriate for Canadian audiences.

22. The growth of pre-school enrolment has been very impressive, especially since the beginning of the 1960's. It was estimated then that only 34% of the five-year old population attended pre-Grade I classes. That proportion has now risen to over 90% with the distribution about equal between boys and girls. Kindergarten enrolment for selected years is shown by regions in Table 2 and the full detail with provincial totals appears in Table 1 in the Statistical Annex.

TABLE 2

KINDERGARTEN ENROLMENTS, SELECTED YEARS

	1956-57	1966-67	1973-74	1974-75 e	1975-76 e
Atlantic	18,230	27,181	27,616	27,220	27,370
Quebec	10,024	61,621	94,815	93,800	90,000
Ontario	71,455	136,500	166,123	172,700	182,400
Western	12,056	28,372	57,551	60,790	63,630
Yukon	-	-	-	-	-
Northwest	112	686	1,280	1,210	1,330
DND Overseas*	-	1,034	465	470	470
Private	n.a.	39,911	38,570	39,640	n.a.
CANADA	111,877	255,395	347,850	356,190	365,200

e - estimate
* - Department of National Defense
n.a. - not available

See Table 1 in Annex

B. Elementary-Secondary Education

23. School attendance is compulsory in every province for a specified number of years and public elementary and secondary schools are operated by ministries of education to provide the necessary educational services. These institutions are the core of the educational system. Generally speaking, all have the same objectives: universal, continuing education. In the words of one of the commissions of enquiry held a decade ago:

> In modern societies the educational system has a threefold goal: to afford everyone the opportunity to learn; to make available to each the type of education best suited to his capacities and interests; to prepare the individual for life in society.[10]

However, this unanimity of purpose permits, at the same time, necessary differences in regulations and institutional structures. These will be fully described in the sections of this report devoted to the various regions.

24. The population of Canada has grown from 16 to 22 million during the past twenty years. This alone would have forced the educational systems to expand more rapidly than they had previously. However, to the pressure of increased numbers has been added the necessity of providing for students who wish to remain in school for an extended period of time. Thus, Canada's educational enrolment in the post-war period increased faster than that of any other industrialized country.[11] During the twenty years between 1951 and 1971, the combined elementary and secondary enrolment more than doubled, and in the 1960's alone it rose by 39% to a peak of nearly six million in 1970-71.[12] Since then, enrolments have been falling slowly because of lower birth rates and reduced immigration. These trends and the regional distribution are indicated in Table 3.

TABLE 3

ELEMENTARY-SECONDARY ENROLMENTS, SELECTED YEARS

	1956-57	1966-67	1970-71*	1975-76 e
Atlantic	431,571	553,154	588,000	552,440
Quebec	991,505	1,538,455	1,423,000	1,396,500
Ontario	1,126,592	1,853,464	2,090,000	2,034,700
Western	892,530	1,348,410	1,520,000	1,452,670
Yukon	307	3,444	4,634	5,400
Northwest	3,122	6,990	10,006	12,360
DND Overseas	-	8,439	5,867	4,620
CANADA	3,445,627	5,312,356	5,885,716	5,453,590

* Source: Statistics Canada, Education in Canada, 1973, p. 90.
e estimate

See Table 2 in Annex

25. Although each province has developed an individual approach in carrying out the objectives of universal and continuing education, there are many similarities in practice. All have extended the period of compulsory attendance and in most it is now a minimum of ten years. All have ceased to regard the elementary school as a terminal institution and pupils are now expected to continue through most, if not all, of the secondary program. Most provinces have now replaced the old one-year-one-grade pattern of promotion by accepting the principle of continuous progress and subject promotion. The comprehensive secondary school has been generally adopted in all the provinces, with its wide choice of options, guidance services and extra-curricular activities. These reforms have been largely, though not entirely, responsible for a noticeable improvement in retention. As is shown in Table 4, the proportion of pupils who remain in school from Grade II to Grade XII has been rising steadily.

TABLE 4

GRADE XII ENROLMENT RELATED TO GRADE II ENROLMENT TEN YEARS EARLIER, SELECTED YEARS

	1961-62	1966-67	1971-72	1972-73
	Percentages			
Atlantic *	29.6	42.4	56.4	57
Quebec	7.5[x]	31.3	71.2	73.6
Ontario	51.4	62.5	70.4	68.9
Western	57.6	68.8	77.7	75.3
Yukon & Northwest	-	56.2	33.2	37.9
CANADA *	36.4	52	71.3	71

* Newfoundland not included

x The complete secondary program was not offered in public schools in the French Roman Catholic system until 1966.

See Table 3 in Annex

This trend is also reflected in the higher percentage of the fifteen to seventeen age group attending school. As Table 5 indicates, nearly all the fifteen-year old population is now enrolled and the proportion of sixteen- and seventeen-year olds is rising steadily.

TABLE 5

PERCENTAGE OF 15 TO 17 AGE POPULATION ATTENDING SCHOOL, CANADA

Age	1961-62		1966-67		1971-72		1972-73	
	Male	Female	Male	Female	Male	Female	Male	Female
15	88.9	87.1	94.6	91.3	95.9	95.8	95.5	96
16	70	67.2	83.4	80.7	87.6	87.1	86.2	86.9
17	50.8	41.5	63.2	55.1	66.6	63.1	66.1	62.7

For breakdown by regions and provinces see Table 4 in Annex

26. In addition to the provincially-operated school systems, the federal government operates a number of schools, such as those for the native peoples, the population of the Yukon and Northwest Territories, the personnel of the armed forces and persons in federal penal institutions. While these services are on a smaller scale than those provided by most of the provinces, they have been expanded and improved in recent years so as to bring them to

a level comparable with those offered to other Canadians. Compulsory attendance is enforced as far as possible; departments of education have now been established in each of the two territories; native children in the provinces are encouraged to attend comprehensive schools under provincial jurisdictions whenever these are available; and, Indian parents and the leaders of native communities are being encouraged to share responsibility for the direction of the schools their children attend. As a consequence, during the 1960's there have been notable improvements. Instruction in the early grades may now be given in some native languages, provision is being made for training native teachers, comprehensive schools have been opened in several centres and scholarships are provided to encourage students to continue their studies in university. In the 1960's, the services for the population of the territories were also expanded and the budget for expenditures was raised from eight to over forty million dollars. Similar expansion occurred in the schools operated overseas by the Department of National Defence and, on a slightly more modest scale, in the programs under the jurisdiction of the Solicitor-General.

27. One of the most obvious differences among the provincial systems is in the provision made for separate schools. Five provinces - Quebec, Ontario, Saskatchewan, Alberta and Newfoundland - make legal provision for separate schools for Protestant and Roman Catholic minorities.[13] Usually these are operated by separate school boards under the authority of the Ministry of Education, conforming to its regulations with respect to curriculum, textbooks and teacher certification. As legal corporations, they are empowered to levy taxes and are entitled to receive grants from the government, although not always at the same level as the public institutions. In Manitoba, a dual system was in operation for a number of years but now, along with British Columbia, New Brunswick and Prince Edward Island, it has adopted a non-sectarian public system. Nova Scotia, while making no legal provision for separate schools, permits local arrangements whereby a school board may designate certain schools and teachers for the instruction of a minority religious or language group.

28. About 4% of the total elementary-secondary school population attend private schools. The enrolment has fluctuated in recent years, reflecting changes in the public sector and general economic conditions, as is apparent from Table 6.

TABLE 6

ENROLMENT IN PRIVATE ELEMENTARY-SECONDARY SCHOOLS

	1956-57	1961-62	1966-67	1971-72	1975-75 e
Atlantic	9,166	10,253	7,417	2,549	2,720
Quebec	88,742	96,478	92,951	64,766	75,890
Ontario	21,547	27,826	46,072	43,949	50,310
Western	30,305	45,078	42,557	36,364	35,160
CANADA	149,760	179,635	188,997	147,628	164,080

See Table 5 in Annex

Provincial policies vary widely with regard to private schools. One province does not recognize them while in others they may qualify for inspection and a form of certification by following certain regulations for curriculum and the qualification of teachers. Three provinces - Alberta, Saskatchewan and Quebec - even provide a measure of financial assistance to schools which operate "in the public interest". Many of the private schools are limited to the secondary level. Most accept only boys or girls.

29. Canadians in all provinces have shown increasing concern for the education of children with special handicaps. For example, schools for the blind and deaf are in some cases administered directly by the provinces, sometimes by interprovincial agreement. In addition to these provincial institutions, many local school systems maintain schools or classes for children with a variety of disabilities. There are also private schools of this type.

30. As already noted, technical and vocational education has been the subject of various agreements between the federal and provincial governments during the past fifty years. Under the Technical Education Act of 1919, the federal authorities offered to support provincial programs but only a few of the provinces were ready or able to participate immediately. During World War II, new programs were adopted and a national council, composed of federal, provincial and public representatives, was appointed to advise the Minister of Labour on all matters relating to vocational education. One of the provincial deputy ministers acted as chairman of the council; however, most of the institutions involved were outside the structures of the formal educational system and were administered by provincial Ministries of Labour, Agriculture, Commerce and Industry. In 1960, the Technical and Vocational Education Act offered encouragement to the provinces to extend and improve these facilities, which were thereafter frequently incorporated within the new comprehensive schools. Partly as a result of these measures, the level and competence of the Canadian labour force has been improved. In 1951, it was estimated that the average level of schooling in the labour force was 8.6 years; in 1961, it had risen to 9.1 years and by 1971 it reached 9.6 years. At the same time, the standards of technical training were greatly improved. This made Canada less dependent on immigrant technical manpower and it has been reported that "Despite one or two notable exceptions, Canada is now virtually self-sufficient with respect to its ability to educate and train the highly qualifed personnel required for the management and operation of its affairs."[14]

31. The preparation, certification and employment of teachers in the elementary and secondary schools are among the most important areas of provincial responsibility. However, in spite of efforts to cooperate, provincial differences remain. It is therefore difficult to generalize, and consequently, the regulations of each licensing authority must be individually examined. The rapid expansion of the school population during recent years had led to a sharp increase in the size of the teaching force until the early 1970's, as is shown in Table 7.

TABLE 7

TOTAL FULL-TIME TEACHERS, SELECTED YEARS

	1956-57	1961-62	1966-67	1971-72	1973-74
Atlantic	15,212	19,067	22,300	26,377	26,597
Quebec	41,427	54,710	67,220	81,702	79,270
Ontario	39,622	54,444	76,336	95,320	92,960
Western	34,355	44,916	56,381	67,624	68,434
Yukon - NWT	263	362	550	834	920
DND Overseas	-	378	477	302	311
CANADA	130,889	173,877	223,264	272,162	268,492

See Table 7 in Annex

As may be noted, there has been a gradual decline since 1971-72 and a further drop to about 260,000 is forecast for 1975-76. Actually, in the 1960's the increase in the number of teachers was considerably larger than the growth rate of school population. During that period, the teaching force increased by about 70%, while the enrolment rose by only 42% and the ratio of teachers to pupils dropped from 26 to 22. This trend is indicated in Table 8.

TABLE 8

SCHOOL ENROLMENT, NUMBER OF TEACHERS, PUPIL-TEACHER RATIO

1960 - 1970

	Enrolment		Teachers		Ratio	
	1960-61	1970-71	1960-61	1970-71	1960-61	1970-71
Atlantic Provinces	496,269	588,388	18,389	26,415	27	22.3
Quebec	1,193,137	1,652,714	51,114	82,012	23.3	20.2
Ontario	1,423,560	2,090,495	51,254	97,287	27.8	21.5
Western Provinces	1,076,786	1,520,344	42,491	68,172	25.3	22.3
Yukon	2,809	4,634	116	223	24.2	20.8
Northwest Territories	4,467	10,006	223	518	20	19.3
Overseas	7,274	5,867	379	355	19.2	16.5
CANADA	4,204,302	5,885,798	163,966	275,882	25.6	21.3

Source: Statistics Canada, Education in Canada, 1973, pp. 252-255, 257-259, 299-300.

Standards for certification have been raised in most provinces to the extent that elementary and secondary teachers are now required to complete a comparable period of training and practice, although the programs of study vary. In all but one of the provinces, the responsibility for teacher training has been transferred from normal schools operated by the ministries of education to faculties or colleges of education in the universities, in anticipation of the time when new candidates for the profession will be required to hold a university degree. The number of elementary teachers with degrees has been increasing steadily; for example, in one region the increase has been over 50% since 1960. The median years of teaching experience have remained stable during the course of these changes, although lately there has been a slight decline among high school teachers. About 60% of the teaching force in Canada is female and, of this number, three of every five are married. Salaries have improved such that expenditures of school boards for this item quadrupled during the 1960's to a total of $2,430,000,000.[15] Teachers' organizations have become more militant, demanding a voice in discussions on all aspects of educational policy. In most provinces, salary and working conditions are negotiated with local or regional school boards, but in five provinces - Prince Edward Island, New Brunswick, Quebec, Newfoundland and Saskatchewan - a standard contract is negotiated with the government for all teachers in the public schools.

32. Another area in which there is marked divergence among the provinces is the standard of graduation from secondary school. Having no central authority in education, Canada has no common diploma recognized in all provinces and by all universities, such as the "bachot" or "abitur". Each ministry of education has the power to grant school leaving certificates which, until recently, were usually awarded to successful candidates in a compulsory departmental examination. Under certain conditions these certificates were also recognized by some universities. However, departmental examinations have now been discontinued in most provinces and certificates are based on the school record and issued by the school. Further difficulty results from the variations in the length of the elementary-secondary course. Quebec and Newfoundland maintain an eleven-year pattern, Ontario requires Grade XIII for the Secondary School Honour Graduation Diploma and the other provinces all have a twelve-year program. Some provincial authorities now grant accreditation to certain schools, giving them the right to issue certificates. Most provinces are also moving toward the adoption of subject promotion as opposed to grade promotion in the secondary school system. Lack of uniformity or of comparability remains a problem and it is difficult to establish equivalence from one province to another. After a few years' experimentation in the early 1960's with the college entrance tests from the College Entrance Examination Board in the United States, the Service for Admission to College and University was established with support from the provincial ministries of education, the Council of Ministers of Education and the Association of Universities and Colleges of Canada. This body, it was hoped, would supervise the preparation of tests, both English and French, that could be used in all provinces, particularly at the completion of secondary school. However, the experiment has not been successful and the Service has now been disbanded.

C. Post-Secondary Education

33. The demand for universal and continuing education posed special problems in the post-secondary sector, where the influence of the universities

had long been dominant. Larger numbers of high school graduates, greater demand for professional and highly qualified manpower, together with the growing public expectations of education, produced waves of new candidates in the 1960's which the existing institutions could not possibly accommodate. From an enrolment of 78,000 in 1956-57, the university population grew to over 128,000 in 1961-62, and it doubled in eight instead of ten years as Statistics Canada had predicted. Table 9 provides details of this growth.

TABLE 9

FULL-TIME UNIVERSITY ENROLMENTS

SELECTED YEARS

	1956-57	1961-62	1966-67	1971-72	1975-76 e
Atlantic	8,350	13,270	21,605	36,091	35,550
Quebec	25,902	43,156	75,070	62,819	74,000
Ontario	23,871	35,976	68,930	134,419	149,770
Western	20,381	36,228	64,732	89,697	93,500
CANADA	78,504	128,630	230,337	323,026	352,820

See Table 8 in Annex

Cooperative action was necessary. The existing universities pushed their accommodation to the limit and several extended their enrolment to over 10,000 full-time students. The federal government increased its annual grants and gave special assistance toward the establishment of four new faculties of medicine, as well as schools of social work and engineering. Provincial authorities became more deeply involved than ever before in planning and financing post-secondary services. A climax came at the Dominion-Provincial Conference on Higher Education in 1966, when all the governments agreed that post-secondary education must be considered a high priority for the immediate future.

34. As of 1974, there were 66 universities in Canada, of which a number held their degree-granting power in abeyance while in federation or affiliation with other institutions. Sixteen of these have been founded since 1960 and approximately 25 are multi-faculty universities with a full range of professional and graduate programs. With few exceptions, they operate under charters from the governments of the province in which they are situated and there is now at least one in every province. Until 1960, however, most were considered private institutions and were not fully integrated with the provincial systems of education. Now this relationship has changed. Since 1967, most of the federal government support has been directed through the provincial governments

and the universities have been brought into closer contact with the provincial authorities, particularly in planning, expansion and development. As in other sectors, there are differences in provincial and regional policies which will be described in detail in other sections of this study.

35. In most provinces during the past decade, equal emphasis has been placed on the development of non-university institutions. Teachers' colleges have been transferred to the universities, while other types of post-secondary institutions have been regrouped under the general classification of community colleges, of which there are several forms. In 1960, it was estimated there were about 60,000 students in non-university institutions. Ten years later, with the opening of new colleges, the enrolment rose to 80,000. This was only a prelude to the sudden expansion of succeeding years, as Table 10 indicates.

TABLE 10

FULL-TIME NON-UNIVERSITY POST-SECONDARY ENROLMENT

SELECTED YEARS

	1956-57	1961-62	1966-67	1971-72	1975-76 e
Atlantic	2,726	3,938	6,164	7,531	6,430
Quebec	13,551	22,987	33,755	84,209	134,060
Ontario	11,571	16,974	24,957	50,345	61,500
Western	6,197	9,476	15,327	31,694	36,570
CANADA	34,045	53,375	80,203	173,779	238,560

See Table 8 in Annex

The development of college systems by Ontario and Quebec in the mid-sixties is an example of this growth. The first Colleges of Applied Arts and Technology (CAATs) were opened in Ontario in 1965 and 22 are now operating in various parts of the province, some of them on several campuses. They offer two- and three-year technical and vocational courses to graduates from Grade XII who do not intend to enter university. In Quebec, the first collèges d'enseignement général et professionnel (CEGEPs) were opened in 1967 and there are now 37 in operation, of which four are english-language institutions. The Quebec colleges are designed to offer both a two-year university preparatory program and a three-year vocational program for graduates from the eleven-year high schools. The response to these experiments has been encouraging and college systems are now being established in other provinces.

36. The number of women students attending post-secondary institutions has been slowly rising over the past fifty years. In the universities, several of which began to admit women before the end of the 19th century, the number increased from 16.2% of the enrolment in 1921, to 34.2% in 1967-68 and, with the encouragement of part-time study, this expansion may be expected to continue even more rapidly. However, in certain types of post-secondary institutions, such as training colleges for elementary teachers, the proportion of women has been abnormally high. In this regard, it is important to note the results of recent shifts in government policies. By the mid-1960's, a more even balance was established in most provinces through the transfer of the responsibility for normal schools to the universities, and through the establishment in the central provinces of new types of colleges offering a wider selection of vocational and technical programs. This explains in large measure the trends shown in Table 11, which indicate a more balanced distribution.

TABLE 11

PROPORTION OF WOMEN STUDENTS

IN POST-SECONDARY INSTITUTIONS

	1961-62	1966-67	1971-72	1972-73 e
	Percentages			
Non-University				
Atlantic	87.6	71.9	65.1	63.8
Quebec	62.5	49.3	47.1	45.8
Ontario	69.4	60.5	46.8	45.5
Western	77.0	53.4	42.9	42.8
CANADA	69.1	55.3	47.0	45.8
University				
CANADA	25.7	32.4	35.4	36.9

See Table 9 in Annex

37. In the 1950's, faced with the critical shortage of technical manpower, the federal government gave increasing support to the provinces for technical education. The Ryerson Polytechnical Institute in Ontario (which has now been granted university status) provided a model which other provinces were anxious to adopt, and by 1960 there were about thirty of these institutions with an enrolment of 9,000 students. Federal policy was altered after 1956,

with the adoption of the Adult Occupational Training Act, and assistance is now offered through the purchase of courses given in various types of provincial institutions, including the community colleges.

38. The massive increase in post-secondary enrolment, from 90,000 in 1950-51 to over half a million in 1971-72, placed an impossible strain on the teaching force. The rising demand is shown in Table 12.

TABLE 12

TOTAL FULL-TIME POST-SECONDARY TEACHERS

SELECTED YEARS

	1961-62	1966-67	1971-72	1975-76 e
Non-University				
CANADA	4,376	6,266	14,133	18,270
University				
Atlantic	865	1,495	2,781	3,200
Quebec	2,730	5,250	5,544	6,660
Ontario	2,860	5,580	10,666	12,480
Western	2,300	4,350	7,327	8.270
CANADA	8,755	16,675	26,318	30,610

See Table 10 in Annex

Unfortunately, Canada has never been self-sufficient in providing staff for her universities; therefore, it was impossible to meet this sudden demand for staff without recruiting outside the country. As a consequence, during the 1960's, the number of non-Canadian university staff increased to a point at which there were protests from both the public and the institutions themselves. It was estimated that in 1971-72 approximately 60% of the university teachers were Canadian citizens, while 15% were citizens of the United States and nearly 10% were from the United Kingdom. Increasing numbers have also come from other countries. Of the new appointments made in 1971-72, only 56% were Canadians. This problem is now under study in several of the provinces and is also receiving attention from a special committee of the Association of Universities and Colleges of Canada. One means of changing the trend is to increase the enrolment in graduate programs and some of the provinces have offered special incentives for this purpose.

As a result, the number of graduate students rose from 6,500 to over 33,000 during the 1960's, which is an increase of 409%, and the graduate enrolment now is estimated to be about 5% of the 22 to 24 age group.

39. Another area of extraordinary growth is part-time studies. Unfortunately, the available statistics show only academic subjects offered in the universities, without covering technical and vocational subjects offered in the colleges. However, even in the academic sector, the number of part-time students has increased sharply, as shown in Table 13.

TABLE 13

PART-TIME UNIVERSITY ENROLMENT

SELECTED YEARS

	1966-67	1971-72	1972-73	1975-76 e
Atlantic	6,449	12,915	12,792	15,560
Quebec	38,267	61,317	53,212	58,400
Ontario	27,860	57,452	61,835	71,900
Western	13,238	23,703	25,933	31,900
CANADA	85,814	155,387	153,772	177,850

See Table 11 in Annex

The proportion of women students in these totals is significant, as their numbers rose from 16,000 at the beginning of the period to 71,000. There is every indication that this trend will continue, especially as part-time students become fully integrated into the colleges and universities and as consideration is given to eligibility for financial aid.

D. Continuing Education

40. There are no boundaries in continuing education and, unlike education at the other levels, it is not exclusively centred around institutions. Moreover, it follows a wide variety of patterns according to the needs of the individual. One obvious and essential service is language instruction for new Canadians, which has been offered for many years in most large cities either by school boards, with help from provincial authorities, or by social agencies such as the Young Men's Christian Association. In recent years, the federal government has given substantial assistance. A further service is the extramural courses offered by some universities, by which candidates may qualify for degrees; yet another is the wide range of activities which may be

followed simply to enrich leisure. Correspondence courses and travelling libraries have provided continuing education for many people, and radio and television have been used extensively. During World War II, for instance, the Canadian Broadcasting Corporation organized the Farm Radio Forum through which hundreds of small rural groups across the country met weekly for discussions on current topics, and a Citizens' Forum was developed as a counterpart for a more general public. Many experiments have since been conducted and others are now in progress. Public participation is encouraging. It was estimated that approximately one million persons were involved during 1971-72 in courses offered by school boards, education ministries, provincial correspondence and vocational schools, colleges and universities. The distribution is shown in Table 14.

TABLE 14

REGISTRATION IN CONTINUING EDUCATION PROGRAMS, 1971-72

	Total	Percentage Male
School Boards/Ministries of Education		
Academic	222,615	50.1%
Vocational	141,480	55.1
Hobby skills	243,481	85.7
Liberal arts	38,487	62.1
Social education	77,826	58.5
Recreational	43,038	66.9
Driver education and related	21,533	54.5
Provincial Correspondence Schools		
Academic	93,106	44.5
Vocational and other	31,012	87.2
Provincial Vocational Schools		
Academic upgrading	71,247	37.6
Occupational training	25,764	72.7
TOTAL	1,009,589	61.6

Source: Statistics Canada, Perspective Canada, 1974, p. 72

See Table 20 in Annex

41. The Canadian Association for Adult Education was organized in 1935 to help stimulate and coordinate these efforts. The early leadership came from a group of men and women in universities and schools, labour and agricultural organizations, women's institutes, cultural and religious associations, who were anxious to provide a channel through which citizens could demonstrate their interest and concern on social, economic and political issues. The membership, though never large, was recruited from among individuals and institutions, and a small secretariat gave a certain permanence to its existence. In the 1940's it acted as co-sponsor of the Farm and Citizens' Forums. It published a monthly journal, Food for Thought, the title of which later became Continuing Education. In more recent years, it has helped to sponsor a number of national conferences on education, health, poverty, children and youth, aging and the environment, but it has never offered courses directly. Since the early 1950's, it has continued an effective partnership with a similar body in Quebec - l'Institut canadien d'éducation des adultes - and the two organizations carry on vital programs with only a small measure of federal and provincial support.

42. The widespread use of television for educational purposes had led to experimentation with credit courses leading to university degrees. For a number of years, the University of the Air has offered regular instruction beginning at 6 a.m. and Quebec has now launched a full-scale program called Téléuniversité, under the administation of l'Université du Québec. Other provinces have adopted programs which are somewhat similar. Alberta has granted a charter to Athabasca University to operate a program using television and other media. Two other proposals, the Alberta Academy and the Open Academy of Ontario, remain at the discussion stage. Unquestionably, in all provinces there is widespread concern about the development of continuing education.

E. Financing Education

43. The economic structure of Canadian education has, of course, been deeply affected by changes in public and institutional policies. Local taxes on real estate, which for many years subsidized basic education, now yield only a fraction of the expenditures necessary for the operation of elementary and secondary schools. Provincial and federal governments, which formerly stood aloof from the problems of higher education, have now become almost entirely responsible for its support. Private benefactors have ceased to provide substantial sums towards endowments or operating expenses and students' fees provide only a token portion of tuition costs. Indeed, government support has now become a factor of paramount importance and, whereas seventy years ago, most governments considered that they could afford to educate only a small minority of their citizens, now they are convinced that they cannot afford not to educate everyone. Governments in Canada are no exception.

44. Enrolment in all types of educational institutions in Canada at the end of World War II has been estimated at slightly over 2,000,000.[16] In the next fifteen years this population more than doubled, reaching a total in 1960-61 of 4,367,445. Then followed a decade of even faster growth, during which elementary-secondary enrolment increased by 40%, while the post-secondary population rose by 192%. A peak was finally reached in 1970-71 and, since then, the numbers have been declining slowly, although an increase is forecast for 1975-76. These trends are shown in Table 15.

TABLE 15

TOTAL FULL-TIME ENROLMENT, ALL TYPES, 1960-1975

1960-61	4,367,445
1961-62	4,594,833
1962-63	4,809,300
1963-64	5,025,460
1964-65	5,240,716
1965-66	5,474,853
1966-67	5,666,486
1967-68	5,869,988
1968-69	6,092,778
1969-70	6,245,604
1970-71	6,361,346
1971-72	6,318,759
1972-73	6,280,681
1973-74	6,210,582 e
1974-75	6,126,560 e
1975-76	6,050,070 e

Source: Statistics Canada, Education in Canada, 1973, p. 90, and Tables 2 and 8 in Annex

45. This expansion was undoubtedly a great achievement but it would not have been possible without radical changes in the pattern of financing education. In 1954, the Canadian Teachers' Federation published an information bulletin entitled Educational Finance in Canada,[17] which for the first time collected in one document the statistics on educational expenditures made by the three levels of government. This study began with the fiscal year 1947, when expenditures were estimated at about 350 million dollars, and it served as a basis for decennial revisions in the period 1947-57 and 1957-67. Other studies have since expanded this summary, especially those of the Education Division of Statistics Canada whose recent bulletin, Education in Canada,[18] focusses attention on the 1960's. During this critical period, expenditures grew at an average rate of more than 10% over the previous year, in some years by twice that amount, and Table 16 shows the comparison between expenditures in the 1960's and those in earlier and later decades.

TABLE 16

TOTAL EXPENDITURES ON EDUCATION

SELECTED YEARS

	1956 $	1961 $	1971 $	1973 $
Atlantic	76,277,000	142,709,000	692,707,000	783,183,000
Quebec	236,164,000	540,407,000	2,260,532,000	2,720,718,000
Ontario	329,865,000	677,934,000	3,263,627,000	3,676,588,000
Western	282,510,000	546,839,000	1,112,869,000	2,338,171,000
Yukon	581,000	2,409,000	8,614,000	10,248,000
Northwest	2,943,000	8,186,000	31,304,000	39,257,000
CANADA	935,148,000	1,930,671,000	8,734,691,000	9,619,806,000

See Table 15 in Annex

According to these calculations, the growth rate of expenditures in the 1960's was considerably higher than the growth rate in numbers. While costs increased from nearly 2 to 7.5 billion dollars within the decade, enrolments rose from 4.3 to 6.3 million students. In other words, while costs tripled, enrolment increased by only 45.7%. Moreover, costs have continued to rise since 1970-71 during a period of declining numbers and, if the present trend continues, it has been forecast that expenditures in 1975-76 will exceed $11,000,000,000.

46. Some of the reasons for this extraordinary increase are obvious: inflation, expansion, extension and diversification. However, other factors must not be overlooked. The up-grading of teachers' qualifications resulted in higher salary levels and increased instructional costs. Attempts to improve teachers' working conditions through a reduction of teaching load and the adoption of benefits, such as sick and sabbatical leave, have also had financial ramifications. Other factors which have contributed to this increase include the purchase of new instructional aids and the installation of language laboratories, media centres and computers. All these innovations have contributed to the progress of education, but they have done so at considerable cost.

47. Although no satisfactory method has been devised for measuring the efficiency or productivity of educational systems, the relationship between expenditures and certain socio-economic indicators should be examined. It is helpful, for example, to determine the proportion of goods and services devoted to education which are included in the Gross National Product. By relating total expenditures to personal income, it is possible to make some assessment of the proportion which educational expenditures represent in the provincial economies. Relating expenditures to total population offers a crude measurement of the tax burden, because provincial sales taxes are

levied on consumption rather than on earnings. The financial "burden" of education may be shown by relating expenditures to the labour force actively engaged in producing goods and services. Finally, by indicating the relationship between total expenditures and enrolment, it is possible to estimate the cost to the economy of each person engaged in full-time study. The changing pattenr of these relationships during the 1960's is shown in Table 7.

TABLE 17

MEASUREMENTS - EXPENDITURES ON EDUCATION IN RELATION

TO SOCIO-ECONOMIC INDICATORS, CANADA

Year	Expenditures on education	Selected Socio-Economic Indicators				
		GNP	Personal income	Population	Labour force	Total full-time Enrolment
	1	2	3	4	5	6
	$'000,000			'000		
1956	935.1	32,058	23,531	16,081	-	3,558.0
1960	1,706.0	38,359	29,595	17,870	6,411	4,367.0
1965	3,399.5	54,364	41,071	19,644	7,141	5,474.9
1970	9,565.4	84,468	66,633	21,297	8,374	6,361.4
1973	9,619,8	118,678	93,992	22,065	9,279	6,226.8
	Expenditures Related to Indicators					
	GNP	Personal income	Population	Labour force	Total full-time Enrolment	
	7 (1 ÷ 2)	8 (1 ÷ 3)	9 (1 ÷ 4)	10 (1 ÷ 5)	11 (1 ÷ 6)	
	%		$ per capita			
1956	2.9	4.0	58	-	263	
1960	4.4	5.8	95	266	391	
1965	6.1	8.3	173	476	621	
1970	8.8	11.4	335	903	1,189	
1973	8.1	10.2	436	1,037	1,545	

See Table 13 in Annex

48. The sources of revenue may be grouped under four headings: private, municipal, provincial and federal. Private sources include donations, revenue from endowments, support from religious bodies or other organized groups and tuition fees. All of these have shown a steady decline in relative value since the early 1960's, and they are now important only in the post-secondary sector where tuition fees are still imposed. Municipal taxes on real estate remain a vital element in financing elementary-secondary schools. Practice differs, however, among the provinces. In several systems the municipal authorities are required to collect the school taxes and transfer them to the school board, while in others, the school authority is itself authorized to determine and collect its taxes. Opposition to taxation of real estate for educational purposes has been mounting steadily in recent years, and some provinces have introduced ceilings beyond which the level of taxation may not be raised. There have even been proposals that real estate taxes for education should be abolished. Provincial governments are naturally reluctant to support such a plan because their sources of revenue are also very limited. An examination of the sources of net general revenue of the provinces in 1965 showed that about three-quarters was obtained through taxation and, of this, 34.8% came from sales taxes and 29.3% from income taxes on corporations and individuals. The same survey showed that the sources of federal government revenue are more flexible, with over nine-tenths being obtained through taxation and over 50% of this from income taxes.[19] Since the mid-sixties, the rising costs of education have been borne by the federal and provincial governments. However, as a large proportion of the federal contribution is now paid through the provincial governments, it is now difficult to distinguish the amounts derived from these two sources. As an illustration, it may be noted that the federal payments under the Post-Secondary Support Program, initiated in 1967, have risen from about $400,000,000 in the first year to $1,250,000,000 in 1973-74, but there is no reference in Table 18 to their federal origin.

TABLE 18

EXPENDITURES ON EDUCATION AND PERCENTAGE DISTRIBUTION

BY SOURCE OF FUNDS, 1966-1970

	Total $ million	Government Federal%*	Provincial%	Municipal%	Fees	Other Sources
1966	4,155.2	13.0	47.8	27.8	5.3	6.1
1967	5,025.5	12.5	51.6	26.1	4.5	5.3
1968	5,777.1	11.3	54.4	25.6	4.4	4.3
1969	6,554.8	11.2	54.5	25.6	4.1	4.6
1970	7,408.9	10.8	57.0	23.8	4.1	4.3

* excludes fiscal transfers

Source: Statistics Canada, Canada Yearbook, 1973, p. 333.

49. Such a large-scale investment in education forced the governments to make a radical shift in their priorities. During the 1960's, expenditures on education climbed from 14% to 21.8% of the total, while those for defence dropped from 17% to 8% and those for transportation from 13.5% to 8.8%.[20] Meanwhile, the expenditures of provincial and municipal governments only, as shown in Table 19, indicate regional rather than global differences. It appears that, in the same decade, expenditures on education in three of the regions actually declined slightly as a proportion of the total, while they increased appreciably in the fourth.

TABLE 19

PROVINCIAL AND MUNICIPAL EXPENDITURES BY FUNCTIONS (PERCENTAGES)

1960 and 1970

	1960					1970				
	Education	Hospitals	Social Welfare	Transport	Other	Education	Hospitals	Social Welfare	Transport	Other
Atlantic	29.0	14.9	6.8	21.6	27.7	28.6	19.4	8.0	13.0	31.0
Quebec	32.3	10.8	8.5	13.4	5.0	30.5	18.4	10.7	10.6	29.8
Ontario	31.5	13.1	3.7	21.0	30.7	35.7	19.5	4.7	11.3	28.8
Western	33.0	12.5	5.7	19.7	29.1	30.4	21.4	5.8	12.6	29.8
CANADA	31.9	12.5	5.8	15.7	31.1	32.2	19.6	6.9	11.7	29.6

Source: Statistics Canada, Education in Canada, 1973, p. 224.

50. Some indication of the magnitude of the regional disparities is found in Table 20, which shows per pupil and per student costs.

TABLE 20

ESTIMATES OF PER STUDENT COST, BY REGIONS

Per Pupil Cost in Dollars by Regions (Elementary-Secondary)

	Atlantic Provinces	Quebec	Ontario	Western Provinces	Canada
1960-61	$ 174	235	313	350	284
1965-66	238	428	435	427	410
1969-70	387	655	734	647	653
1970-71	440	746	825	704	731

Per Student Cost in Dollars by Regions (Post-Secondary)

1960-61	$1,060	1,270	1,616	1,418	1,389
1965-66	1,532	1,575	2,238	1,939	1,860
1969-70	2,747	2,518	3,443	3,076	3,022
1970-71	2,867	2,671	3,728	3,335	3,246

Source: Statistics Canada, Education in Canada, 1973, pp. 375, 468

As Statistics Canada warns its public, these figures probably overstate the cost per pupil to some extent because they include expenditures for evening and part-time programs. Nevertheless, they do show considerable variation from one province and region to another.

CHAPTER III

THE STRUCTURE FOR ADMINISTRATION AND DEVELOPMENT

51. Each of the provincial systems is under the direction of a Minister of Education, who is an elected member of the Legislature and a member of the provincial Cabinet. Practice has varied since confederation, at which time Quebec was the only province with a Minister of Education, while the others placed the direction of their systems in the hands of a civil servant called a superintendent. Within a decade after confederation, however, Quebec abolished its ministry and it was not until 1964 that the position of minister was revived in that province. The reason usually given, in Quebec as elsewhere, for refusing to recognize education with cabinet rank was that the schools should be protected from the pressures of politics.[22] Experience, however, did not bear out this expectation and Ontario appointed its first Minister of Education in 1875, followed by the other provinces during the next century. The minister is responsible for the operation of the educational system, his duties and obligations being embodied in an Education or Public Schools Act which gives him power to make regulations on specific areas of his responsibility. There is no federal minister or office of education.

A. Administrative Organization

52. The minister has general powers over the ministry, the administration of which is carried on by a Deputy Minister of Education, who is a civil servant and usually a career educator. Acting both as advisor and administrator, the deputy is directly responsible to the minister and his duties have become much more onerous and diverse in recent years due to changes in educational policies. The functions of the ministry have multiplied to include the supervision of schools, curriculum, teacher certification, research, support services (libraries, health, transport, etc.) and finance, and it must be recognized that education has now become one of the largest "service" or "spending" ministries in each provincial government.

53. The management of schools is the responsibility of local or regional school boards, whose powers are determined and delegated by the legislatures. One of the first steps toward decentralization has been to establish and maintain the efficiency of these local boards and measures have been taken recently in all provinces to amalgamate them, thereby reducing their number. Originally, it was customary to establish local boards within municipal boundaries and at the beginning of the 1960's they numbered over 10,000.[22] Since then, the number has been cut by the consolidation of local boards into central or county units, with jurisdiction over a larger territory and a larger number of schools. In Ontario, for example, the number of school boards has been reduced from 3,200 to about 200 since 1964; in New Brunswick, 422 school districts were reduced to 33 in 1967; and, in Prince Edward Island, 216 boards were replaced by five administrative units in 1971. The process is not by any means complete but already results, such as the reduction in the number of schools and larger enrolments in those in operation, are beginning to appear. Generally speaking, the boards are responsible for the

operation of both elementary and secondary schools within a given area, as well as the appointment of teachers and the purchase of supplies and equipment; moreover, they are authorized to levy taxes and administer grants received from the ministry. Most now employ a director of education, a business officer and staff, and various consultants to assist the teachers.

54. Another important innovation, adopted in a few provinces, is the division of responsibility between two ministries, one of which is in charge of elementary-secondary education, the other of post-secondary or advanced education. Although most provinces continue to operate their systems through a single ministry, Ontario established a Ministry of University Affairs in 1964, which has now become the Ministry of Colleges and Universities. The two were under the direction of a single minister until 1970, when the duties were separated. Manitoba introduced a similar plan in 1971, although it has since reverted to the practice of placing one minister in charge. Alberta and Saskatchewan have also established two ministries, the former with two ministers, the latter with one having dual jurisdiction.

B. Advisory Bodies

55. The universities' concern for protecting what they considered to be their academic freedom was a decisive factor in the separation of the ministries, but there have been further demands for other safeguards. This explains the creation in most provinces of "grants councils" or "commissions", intended to serve as intermediaries between the government and the institutions. Most of these, as Table 21 indicates, were established during the 1960's and were modelled on the University Grants Committee in the United Kingdom; however, changes in the original model and differences in the interpretation of procedures have resulted in a wide diversity of structures and practices. The membership of these bodies varies from two to twenty; university representation is permitted in some instances but denied in others; the chairman is sometimes a full-time official, sometimes not; and, in some provinces, the jurisdiction is limited to the universities, while in others it includes all types of post-secondary institutions. In Alberta, after several years of operation, the commission was abolished in 1973.

56. Recognizing the difficulty in maintaining lines of communication between the government and the general public, several of the provincial commissions of enquiry have recommended the establishment of commissions or councils to act as permanent advisory bodies on all aspects of education. These bodies would provide assistance to both the minister and the ministry by developing strategy for reform and by relaying public opinion. The realization of this concept has been carried farthest in Quebec, where the Conseil supérieur de l'éducation was established in 1964, at the same time as the ministry. The Council acts strictly in an advisory capacity. It is obliged to give its opinion and advice on any matter submitted to it by the minister for consideration, and it may offer advice on any matter it feels to be important or relevant. Its 24 members are appointed by the government for a specified term and they are representative of the Quebec community as a whole. The chairman carries out full-time duties, whereas the vice-chairman is a part-time official, and they are supported by a small secretariat. One of the Council's most important duties is to prepare an annual report to the Legislature on the state and needs of education in Quebec. [23]

TABLE 21

PROVINCIAL COMMISSIONS OR ADVISORY BODIES FOR UNIVERSITY OR POST-SECONDARY EDUCATION

Province	Date of Act	Name	Appointment of Chairman	Number of Members	Powers
Newfoundland	1949	Board of Regents	Government	19	Direction
Prince Edward Island	1969 (abolished 1973)	Post-Secondary Education Commission*	Government	3	Decision Consultation
Nova Scotia	1963	University Grants Committee*	Government	7	Consultation
New Brunswick	1967	Higher Education Commission*	Government	9	Consultation Decision
Quebec	1968	Conseil des Universités	Government	17	Consultation
Ontario	1974	Ontario Council on University Affairs	Government	20	Consultation
	1965	Council of Regents	Government	14	Consultation
Manitoba	1967	Universities Grants Commission	Government	9	Decision
	Task Force Recommendation	Commission on Post-Secondary Education**	Government	13	Consultation Decision
Saskatchewan	1974	Universities Commission	Government	2	Consultation
Alberta	1966 (abolished 1973)	Universities Commission	Government	9	Decision
	1969 (abolished 1973)	Colleges Commission	Government	9	Decision
British Columbia	1974	Universities Council	Government	11	Consultation

* Replaced in 1974 by the Maritime Provinces Higher Education Commission.

** Recommended by Task Force on Post-Secondary Education, 1973. Legislation not yet implemented.

C. The Search for Cooperative Action

57. The upsurge of educational reform in recent years in Canada undoubtedly reflects a strong desire among the public to expand and improve educational services and a willingness on the part of governments to provide them. However, no means has yet been devised to ensure cooperative action. The expression of public opinion does not necessarily respect provincial boundaries and the increasing mobility of Canadians makes comparison between the systems and the discussion of national objectives almost inevitable. There has never been a time when so many Canadians were involved in the enterprise of education - students, teachers, parents, administrators, legislators and interested lay-persons - and most of them agree on the principles of universal and continuing education. They also demand that Canadian education should develop a character of its own to distinguish it from the traditions of both Europe and the rest of North America. They believe in unity of purpose and diversity of practice. With the expansion of services and the increase in budgets, they are now demanding some assurance of intergovernmental harmony and cooperation in choosing basic objectives and priorities. Evidence of this may be found in the two Canadian Conferences on Education, in the existence of various non-governmental organizations and in the recent establishment of the Council of Ministers of Education.

58. The Canadian Conferences on Education were unusual experiences. Sponsored by nineteen national organizations, representing education, labour, industry and commerce, the first was held in Ottawa during February 1958 and the second in Montreal four years later. Participants came from more than seventy interested groups - officials of the ministries of education, the federal government and large city systems, the universities, labour unions and business community, social and cultural organizations. The ministers of education were honorary chairmen and several were in attendance. At both conferences, the program extended over several days and the speakers included foreign educational leaders as well as Canadians. Much of the program was devoted to discussions about topics on which special preparatory literature had been distributed, and these deliberations resulted in recommendations which were forwarded to the appropriate authorities. Attendance at the first conference was over 1,000 and the limit of 2,000 for the second was surpassed. Proceedings were published and the record covers a wide range of public opinion on Canadian problems of education at the beginning of the 1960's.

D. Non-Governmental Organizations

59. Through a century during which there were no governmental agencies to provide for interprovincial communication on matters of education, Canadian educators have had to depend largely on non-governmental organizations for the exchange of information, the discussion of mutual problems and the planning of common strategies. The need for such an agency had become evident within the first quarter-century after confederation. In 1892, officials of the seven provinces and some from the larger cities met in Quebec and founded the Dominion Education Association. This has continued to function and its annual conventions bring together educational leaders from across the country. As the Canadian Education Association, it is financed through grants from the provinces and most of its presidents have been deputy ministers of education. During its long history it has published a number of useful studies, beginning with the Survey Report in 1943, which was prepared by several deputy ministers and

offered a number of proposals for the improvement of Canadian education in the post-war years. A permanent office was established in Toronto in 1946. Other surveys were carried out in cooperation with various national bodies, including Health Survey of Canadian Schools (1947), The Status of the Teaching Profession (1948) and Practical Education in Canadian Schools (1949). The Association now publishes a quarterly, Education in Canada, a monthly newsletter and other occasional papers. Though founded more recently, in 1947, l'Association canadienne d'éducation de langue française serves French-language educators in particular. It also is supported by provincial grants, particularly from Quebec, and its emphasis is cultural as well as educational. The annual conventions, held each year in a different province, are well attended by French-speaking leaders and teachers from all provinces and it also publishes a quarterly magazine, la Revue.

60. The National Conference of Canadian Universities, an organization of a different type, was founded in 1912 and now operates under the name of the Association of Universities and Colleges of Canada. Its membership includes almost all the institutions of higher learning and the officers are drawn from the senior administrators, usually the presidents, of the member universities. In the early years the activities were limited to annual meetings for the discussion of mutual problems, but during World War II the officers were frequently consulted by the federal government on matters concerning the war effort, future planning and reconstruction. During the 1950's, the association was active in persuading federal authorities to support the universities through annual grants and, in the 1960's, it initiated several comprehensive studies of higher education in Canada. These included: Financing Higher Education in Canada (1965), University Government in Canadian Universities (1966), University, Society and Government (1970), Research Policy in Canadian Universities (1972). The Association publishes a yearly Handbook, giving detailed descriptions of the programs of its members and it also publishes a monthly bulletin, University Affairs. In 1969, a similar organization was formed among the community colleges with the assistance of the Canadian Association for Adult Education and a substantial grant from the Kellog Foundation in the United States. It is known as the Association of Canadian Community Colleges and the membership includes both institutions and individuals, representing over 100 local and regional college boards, faculties and students, as well as other interested persons.

61. Professional organizations of teachers were among the earliest educational societies to be formed within the provinces, and at least one pre-dates confederation. After World War I, provincial units formed the Canadian Teachers' Federation, which now includes all the associations of elementary-secondary teachers in the ten provinces, with the exception of the Centrale des enseignants du Québec, which was formed among the French-speaking teachers of Quebec during the 1950's and now has a membership of nearly 60,000. The Canadian Teachers' Federation established a central office in Ottawa in 1948, and for many years has held annual conferences in various centres across the country. Its research division has published statistical summaries of educational finance in Canada, beginning with the year 1946-47 and continuing to the present. Through its membership in the World Confederation of Organizations of the Teaching Profession, the Federation has been active in recruiting teachers to serve in developing countries. The Canadian Association of University Teachers, founded in 1952, has a similar structure, being a federation of provincial organizations. It also

maintains a national office in Ottawa. The Canadian Association of School Administrators was founded about the same time by administrative officers of provincial and city school systems. Through annual conferences and periodical bulletins, it provides for the exchange of information among its members.

62. Several other organizations, all of them formed before World War II, represent groups with special interests in education such as school trustees and parents. The Canadian School Trustees' Association, which was founded in 1923, brings together elected school board members from all provinces. The Fédération des commissions scolaires catholiques du Québec is not a member of the Association but is linked with a more recently established group - l'Association des commissaires d'école de langue française du Canada - which draws its membership from French-speaking areas in several provinces. There is also a Canadian Catholic School Trustees' Association, whose members come from the provinces which have Catholic school boards. The Canadian Home and School and Parent-Teacher Federation was founded in 1927 as a coordinating agency for home and school groups in all provinces. For many years it has held annual conventions at which members have an opportunity to discuss topics related to parents and schools. The activities of the Canadian Association for Adult Education and l'Institut canadien d'éducation des adultes have already been described.

63. The Canada Studies Foundation is a private organization designed to promote interprovincial cooperation in teaching and learning about Canada. Established in 1969 with headquarters in Toronto, its small administrative staff is responsible for about fifty projects in different parts of the country. Some of these, such as the Laurentian projects conducted in Ontario and Quebec, are bilingual. Others deal with cultural concerns, such as the study undertaken by the Acadians in New Brunswick within the framework of Project Atlantic Canada. Another major venture is Project Canada West which coordinates a great variety of regional studies in all four western provinces. Each project is staffed by local teachers, students and interested citizens and workshops are held from time to time to create local interest. Generally speaking, the response in all parts of the country has been very encouraging.

E. Council of Ministers of Education, Canada

64. A new agency, the Council of Ministers of Education, emerged in the mid-sixties for the purpose of providing a structure for cooperative action. It grew out of discussions held in the Standing Committee of Ministers of Education, which had been established in 1960 to provide for interprovincial communication and cooperation at the policy level. This Standing Committee held its annual meeting a day or two before the yearly convention of the Canadian Education Association. At that time the responsibility for administering education was provided for differently in the various provinces. In some it was assigned to a single minister; in others it was given to a minister who had jurisdiction over several departments. In two provinces - Ontario and Nova Scotia - the Premier himself acted as Minister of Education while, in Quebec, the duties were discharged first by the Provincial Secretary and then by the Minister of Youth. By the middle sixties, ministries of education had been established in most provinces and the new ministers agreed that a more permanent organization was required.

65. This decision was influenced by a variety of factors. Enrolments were still rising rapidly, in spite of evidence that the birth-rate was beginning to decline. The impact of some reports from commissions of enquiry, particularly the Parent Report in Quebec, created a climate of excitement and anticipation. The Federal-Provincial Conference on Higher Education in 1966 marked a radical change in the method of funding post-secondary education and manpower training. There was an obvious need for cooperative action in the field of educational research. The needs of developing countries for assistance in education could not be ignored. Moreover, the educational planning activities of international bodies, such as UNESCO and OECD, made it imperative that Canada should speak among sister nations with an authoritative voice on matters of educational policy.

66. After preliminary discussions, an "Agreed Memorandum" was adopted by the ministers in 1967. This stated that the purpose of the Council would be "to enable the Ministers to consult on such matters as are of common interest, and to provide a means for the fullest possible cooperation among provincial governments in areas of mutual interest and concern in education." Provision was made also for consultation "with other educational organizations on ways to promote the development of education in Canada." It should be noted that the memorandum makes it clear that the provincial ministries must remain autonomous and that, "no recommendation or decision of the Council may be considered binding on provincial Ministers with respect to their jurisdictions."

67. The past chairman recently stated that the Council "... is reaching a period of maturation after many years of discreet growth." During this time, however, the Council made considerable progress in regard to exchanges of information and the initiation of joint projects in areas of mutual concern among provinces. It also began to establish relationships with various federal government departments and to participate in international education events in cooperation with the Department of External Affairs. However, growth and development brought with them the need to re-examine and redefine the role and responsibilities of the Council.

68. To this end, a more comprehensive "Agreed Memorandum" was prepared and signed in January 1974, after a careful review of the Council's early activities. The objectives remain unchanged but the new agreement is more explicit about membership, structure and procedures. The conditions and duties of membership are clearly stated. Meetings of the Council are to be held at least twice each year. The Executive Committee is composed of the chairman, vice-chairman and three other members to assure that all regions of the country are represented. An advisory committee of deputy ministers has been established, which includes members from all provinces, under the chairmanship of the deputy minister from the province represented by the chairman. This body serves as a steering committee and is responsible for preparing the agenda and documentation for each meeting, as well as for recommending appropriate action. The secretariat, under the direction of the secretary general, is responsible for the day-to-day operations of the Council and has been incorporated under the laws of Ontario. Special committees and task forces may be appointed from time to time by the Council or the Executive but, except in unusual circumstances, their mandates are limited to twelve months. The budget, which is now about $600,000, is raised through the provincial ministries according to a per capita formula.

69. The changes introduced by the new agreement give the Council a more solid structure. As a result, the Executive, Advisory Committee and secretariat are better able to ensure continuity with regard to plans and policies. Another significant change is the opening of channels of communication with outside bodies, including the general public. Publication of the secretary general's annual report in 1973 for the first time gave non-members a description of the Council's work and an opportunity to appreciate its accomplishments.

70. It is becoming evident that, at the present stage of its development, the Council is beginning to fulfil its role as a national coordinating mechanism in education by working toward the attainment of common goals and the establishment of common priorities for the provinces. The Council has also shown that it can facilitate federal-provincial relations by negotiating collectively with the federal government with respect to those matters on which a consensus position has been reached by the ministers of education. Thus, rather than functioning as another level of government in a federal state, the Council may provide the lubricant that will keep government machinery in the area of education working smoothly.

71. In adopting the new "Agreed Memorandum", the ministers point to the success of their various projects since 1970. The Council has sponsored three major studies:

Canadian Studies in Canadian Schools (1971)
Financing Post-Secondary Education in Canada (1971)
Study Papers to Assist in the Formulation of a Policy Position on Manpower Training (1972).

The second and third of these have served as background during discussions between the Council and the federal government on future policy. Apart from the value of the reports themselves, the studies included a number of research papers that are of considerable value. Another very successful project was a seminar on transmission technology for education, held in 1972 and attended by about 100 federal and provincial officials, as well as a number of technical experts. This provided an unusual opportunity for the exchange of opinion among persons in all provinces who are working in this highly specialized field.

72. The Council is also responsible for the administration of two federally-funded bilingual education programs. Within the framework of the Summer Language Bursary Program, approximately 4,400 post-secondary students receive bursaries, which enable them to attend immersion courses in Canada's official languages offered in over thirty institutions across the country during the summer. Under the Interprovincial Second-Language Monitor Program, post-secondary students study for a year in a province other than their province of residence and work part-time as monitors (teaching assistants) under the direction of second-language teachers. Each program is coordinated by a committee composed of provincial representatives.

73. Currently functioning under the aegis of the Council are more than a dozen committees and task forces, whose membership is drawn from senior ministry personnel in all provinces. These groups are remarkably active,

holding anywhere from three to ten meetings per year depending on the complexity of their mandate. The Media Programming Committee, operating through English and French-language sections, not only plans and produces school broadcasts but also maintains liaison with the Canadian Broadcasting Corporation and the National Film Board of Canada. Under the Curriculum Committee, one of the major projects was conducted by the Metric Task Force, which produced the Metric Style Guide for Elementary and Secondary Schools and submitted reports on areas of cost and target dates. Other task forces in the curriculum area are investigating the teaching of English and French as second languages and equivalency assessment for transferred students. There is also a Statistics Committee which, through several working groups, collaborates closely with Statistics Canada on various aspects of data collection in the field of education. A special Federal-Provincial Task Force on Research was appointed, with representatives from the Council, the federal Ministry of Science and Technology and the Department of the Secretary of State, to examine the federal mechanisms for funding university research. Finally, during the past two years, the OECD Review Coordinating Committee has been charged with laying the groundwork for the present study of Canadian education.

74. The work of these committees is in itself important, since it covers a wide range of problems, but equally important is the fact that over one hundred senior officials from the provincial systems are brought together two or three times a year to exchange opinions about their work. Wider contacts still are now offered through the Council's participation in international education activities in cooperation with the Department of External Affairs. The Council makes recommendations to the Secretary of State for External Affairs regarding the composition of Canadian delegations to international conferences dealing with educational matters, and also cooperates in the preparation of reports and working papers for these conferences. Other examples of its involvement at the international level are the present study, which has been undertaken with the federal government and the OECD, and the educational exchanges which the Council has organized with the Soviet Union under the terms of the Canada-USSR General Exchanges Agreement.

75. The main tasks facing the Council in the next few years will be to coordinate the efforts of the ministries of education in achieving common goals and priorities and to continue to improve working relations with the federal government and various educational organizations. In a federal state, leadership must come through a cooperative effort on the part of all agencies involved, and the Council of Ministers of Education should be able to provide a vital contribution in shaping the policies of Canadian education.

STATISTICAL ANNEX

Note: Due to the diversity of the systems of education in Canada and the different methods of data collection and compilation, the reader will note that differences exist between the statistics given in the introduction and those included in the regional reports.

List of Tables

Table		Page
1.	Kindergarten Enrolment	38
2.	Elementary-Secondary Enrolment	39
3.	Grade XII Enrolment Related to Grade II Enrolment Ten Years Earlier	40
4.	Percentage of Population Aged 15 to 17 in School	41
5.	Elementary-Secondary Enrolment, Private Schools	42
6.	Enrolment Related to Relevant Age Groups	43
7.	Full-Time Elementary-Secondary Teachers	44
8.	Full-Time Post-Secondary Enrolment	45
9.	Proportion of Females in Post-Secondary Institutions	46
10.	Full-Time Teachers, Post-Secondary	47
11.	Part-Time University Enrolment	48
12.	Expenditures on Education by Level	49
13.	Measurements - Expenditures on Education in Relation to Socio-Economic Indicators	52
14.	Elementary-Secondary Schools by Regions	53
15.	Expenditures on Education by Source of Funds	54
16.	Expenditures on Elementary-Secondary Education by Source of Funds	57
17.	Expenditures on Elementary-Secondary Education by Type of School	60
18.	Expenditures on Post-Secondary Education by Source of Funds	63
19.	Expenditures on Post-Secondary Education	66
20.	Registration in Continuing Education Courses Offered by Ministries of Education and Universities	69

TABLE 1

KINDERGARTEN ENROLMENT, FOR THE PROVINCES AND CANADA, SELECTED YEARS

	1956-57	1961-62	1966-67	1971-72	1972-73	1973-74[P]	1974-75[E]	1975-76[E]
				(Public,	Private,	Federal)		
Newfoundland	2,444	5,747	8,381	12,927	12,656	12,670	12,870	12,440
Prince Edward Island	50	86	--	10	11	11	10	10
Nova Scotia	15,702	18,117	18,732	15,652	14,970	14,759	14,160	14,730
New Brunswick	34	66	68	177	193	177	180	190
Atlantic Provinces	18,230	24,016	27,181	28,766	27,830	27,616	27,220	27,370
Quebec	10,024	13,852	61,621	105,428	99,077	94,815	93,800	90,000
Ontario	71,455	100,575	136,500	152,772	161,409	166,123	172,700	182,400
Manitoba	5,623	6,192	7,731	16,755	16,204	16,846	17,310	17,830
Saskatchewan	2,700	3,274	3,947	5,592	5,406	6,515	6,510	6,250
Alberta	745	677	733	3,427	3,716	765	800	840
British Columbia	2,988	7,536	15,961	21,389	25,994	33,425	36,170	38,710
Western Provinces	12,056	17,679	28,372	47,163	51,320	57,551	60,790	63,630
Yukon Territories	..	--	1	19	--	--	--	--
Northwest Territories	112	326	686	1,100	1,185	1,280	1,210	1,330
Overseas	--	999	1,034	428	449	465	470	470
Canada	111,877	157,447	255,395	355,676	341.270	347,850	356,190	365,200
				Private	Kindergarten & Nursery			
Atlantic Provinces	..	..	1,434	1,050	1,498	1,595	1,700	1,800
Quebec	..	..	..	1,500[E]	1,400[E]	1,400[E]	1,400	1,300
Ontario	..	..	8,944	15,238	19,617	16,204	16,700	17,200
Western Provinces	..	..	19,982[1]	22,712	22,409	19,371	19,840	19,180
Canada	..	..	39,911[2]	40,500	44,924	38,570	39,640	39,480

P - Preliminary
E - Estimated

1 - Does not include Saskatchewan
2 - Includes estimates for Quebec and Saskatchewan

TABLE 2

ELEMENTARY-SECONDARY ENROLMENT, FOR THE PROVINCES AND CANADA, SELECTED YEARS

	1956-57	1961-62	1966-67	1971-72	1972-73	1973-74[P]	1974-75[E]	1975-76[E]
			Public [1],	Private[2],	Federal[1]			
Newfoundland	108,221	134,317	149,527	163,564	162,566	160,660	159,640	158,210
Prince Edward Island	23,189	26,343	28,911	30,636	29,405	29,197	28,730	27,980
Nova Scotia	166,299	193,600	205,939	216,750	213,280	209,541	205,520	202,200
New Brunswick	133,862	158,430	168,777	177,066	175,191	171,519	167,580	164,050
Atlantic Provinces	431,571	512,690	553,154	588,016	580,442	570,917	561,470	552,440
Quebec	991,505	1,257,771	1,538,455	1,638,095	1,598,542	1,542,283	1,469,900	1,396,500
Ontario	1,126,592	1,497,675	1,853,464	2,082,466	2,080,046	2,063,203	2,045,700	2,034,700
Manitoba	178,063	211,738	241,458	257,954	252,461	248,309	246,110	243,840
Saskatchewan	190,524	225,676	249,520	248,647	239,885	230,943	221,980	213,450
Alberta	244,175	318,747	381,843	437,002	434,063	428,302	424,700	421,940
British Columbia	279,768	369,762	475,589	549,190	562,164	561,780	567,330	573,440
Western Provinces	892,530	1,125,923	1,348,410	1,492,793	1,488,573	1,469,334	1,460,120	1,452,670
Yukon	307	2,893	3,444	4,806	4,749	4,957	5,150	5,400
Northwest Territories	3,122	4,940	6,990	11,209	11,369	12,019	12,160	12,360
Overseas	—	7,937	8,439	4,569	4,589	4,607	4,600	4,620
Canada	3,445,627	4,409,829	5,312,356	5,821,954	5,768,310	5,667,320	5,559,100	5,458,690

1 - Includes kindergarten enrolments
2 - Excludes private kindergarten and nursery school enrolments

TABLE 3

GRADE XII ENROLMENT[1] RELATED TO GRADE II ENROLMENT TEN YEARS EARLIER FOR THE REGIONS AND CANADA, SELECTED YEARS

	1961-62	1966-67	1971-72	1972-73
Atlantic Provinces [2]	29.6	42.4	56.4	57.0
Quebec	7.5	31.3	71.2	73.6
Ontario	51.4	62.5	70.4	68.9
Western Provinces	57.6	68.8	77.7	75.3
Yukon & Northwest Territories	..	56.2	33.2	37.9
Canada [2]	36.4	52.0	71.3	71.0

1 - Regular public, private and federal schools
2 - Does not include Newfoundland

Note: Figures are adjusted for migration

TABLE A

PERCENTAGE OF THE POPULATION AGED 15 to 17 YEARS ATTENDING SCHOOL [1]
REGIONS AND CANADA, SELECTED YEARS

	1961-62		1966-67		1971-72		1972-73	
	Male	Female	Male	Female	Male	Female	Male	Female
Atlantic Region								
15 years	91.7	94.5	90.4	67.6	92.1	92.9	93.8	95.1
16 years	67.5	84.0	77.2	77.9	79.7	80.8	79.5	80.6
17 years	45.2	39.2	54.3	50.0	57.2	53.9	53.9	50.5
Quebec								
15 years	77.8	68.9	87.1	84.9	93.8	93.7	89.0	90.0
16 years	54.0	40.6	71.2	64.1	85.1	85.3	77.9	80.2
17 years	29.0	14.2	46.6	34.7	55.9	56.6	50.4	48.7
Ontario								
15 years	90.7	90.6	99.4	99.1	99.5	98.2	99.5	99.2
16 years	75.9	75.2	90.6	89.1	91.3	89.8	91.6	90.3
17 years	61.8	54.7	72.7	65.4	80.2	73.8	77.3	72.7
Western Region								
15 years	99.2	102.5	99.6	99.4	95.1	96.2	98.5	98.8
16 years	84.6	84.4	91.6	91.5	89.0	88.6	91.3	92.8
17 years	68.8	63.5	75.2	70.0	65.9	60.5	74.4	70.5
Yukon & N.W.T.								
15 years	73.7	83.0	53.3	109.0	94.2	93.1	68.7	87.4
16 years	49.3	51.3	75.3	50.0	71.5	67.1	64.4	61.8
17 years	25.0	38.0	55.7	54.7	57.5	55.8	53.2	43.5
Canada								
15 years	88.9	87.1	94.6	91.3	95.9	95.8	95.5	96.0
16 years	70.0	67.2	83.4	80.7	87.6	87.1	86.2	86.9
17 years	50.8	41.5	63.2	55.1	66.6	63.1	66.1	62.7

1 - Elementary & secondary levels of public, private & federal schools

TABLE 5

ELEMENTARY-SECONDARY ENROLMENT, PRIVATE SCHOOLS
PROVINCES AND CANADA, SELECTED YEARS

	1956-57	1961-62	1966-67	1971-72	1972-73	1973-74	1974-75	1975-76
				Private[1]				
Newfoundland	113	570	1,175	746	843	920[E]	930	930
Prince Edward Island	1,345	639	345	--	--	--	--	--
Nova Scotia	5,376	6,470	4,508	1,405	1,394	1,290[E]	1,220	1,120
New Brunswick	2,332	2,574	1,389	398	636	610[E]	570	530
Atlantic Provinces	9,166	10,253	7,417	2,549	2,873	2,820	2,720	2,580
Quebec	88,742	96,478	92,951	64,766[E]	67,940[E]	72,785	75,890	80,670
Ontario	21,547	27,826	46,072	43,949	44,826	47,500	50,310	52,440
Manitoba	8,567	11,150	10,244	7,438	7,224	7,221[E]	6,950	6,790
Saskatchewan	3,303	4,823	2,227	1,710	1,268	980[E]	840	810
Alberta	5,074	6,374	5,324	5,439	5,403	5,050[E]	4,900	4,740
British Columbia	13,361	22,731	24,762	21,777	22,061	22,260[E]	22,470	22,810
Western Provinces	30,305	45,078	42,557	36,364	35,956	35,511	35,160	35,150
Canada	149,760	179,635	188,997	147,628	151,595	158,616	164,080	170,840

P - Preliminary
E - Estimate

1 - Excludes private kindergarten and nursery schools enrolment

TABLE 6

TOTAL FULL-TIME ENROLMENT RELATED TO RELEVANT AGE GROUPS, SELECTED YEARS

	1956-57			1961-62		
	Kdgn.[1] To 5 Yrs.	1-XIII[1] & 6-17	Post-Sec.[2] 18-24	Kdgn.[1] To 5 Yrs.	1-XIII[1] & 6-17	Post-Sec.[2] 18-24
		%			%	
Newfoundland	19.2	92.1	2.2	44.6	92.4	5.0
Prince Edward Island	1.9	94.1	5.6	3.6	95.1	10.3
Nova Scotia	91.3	90.2	8.2	105.3	93.1	11.0
New Brunswick	0.2	92.2	17.1	0.4	94.5	10.6
Atlantic Provinces	38.1	91	6.3	50.3	93.5	9.4
Quebec	8.6	86.4	8.0	10.8	91.6	12.2
Ontario	58.5	97.9	7.1	71.9	99.6	9.7
Manitoba	28.8	95.1	7.1	29.8	95.1	10.3
Saskatchewan	12.9	94.6	6.4	15.0	98.7	11.0
Alberta	2.7	99.6	5.2	2.0	100.1	9.0
British Columbia	9.9	101.8	8.0	21.2	101.2	12.0
Western Provinces	39.8	98.2	6.6	15.8	99.2	10.6
Yukon & N.W.T.	11.2	46.1	--	32.6	84.3	--
Canada	29.0	93.4	7.1	36.7	96.4	10.6

1 - Includes public, private and federal schools, but excludes private kindergarten & nursery schools

2 - Post-Secondary students in non-university institutions and universities and colleges

TOTAL FULL-TIME ENROLMENT RELATED TO RELEVANT AGE GROUPS, SELECTED YEARS (Concluded)

1966-67			1971-72			1972-73		
Kdgn.[1] To 5 Yrs.	1-XIII[1] & 6-17	Post-Sec.[2] 18-24	Kdgn.[1] To 5 Yrs.	1-XIII[1] & 6-17	Post-Sec.[2] 18-24	Kdgn.[1] To 5 Yrs.	1-XIII[1] & 6-17	Post-Sec.[2] 18-24
	%			%			%	
40.7	93.2	9.0	95.2	95.8	13.0	95.9	94.9	12.3
..	99.0	12.1	0.4	108.4	17.5	0.5	97.3	14.2
105.2	95.7	14.5	99.5	98.0	19.4	101.8	97.4	18.1
0.4	97.0	14.1	1.3	100.7	16.3	1.6	100.3	13.9
54.9	95.6	12.8	64.2	98.3	16.7	65.8	97.6	15.1
45.0	97.3	15.6	91.5	97.3	18.7	93.0	96.3	20.5
85.8	103.7	12.9	106.4	103.3	19.3	119.9	102.5	19.2
35.8	99.1	14.2	90.3	99.6	17.3	94.2	98.7	16.2
17.8	100.2	13.9	31.3	99.5	16.6	33.2	98.6	14.5
2.0	100.8	14.6	10.6	100.5	20.5	11.8	99.9	19.5
19.1	104.5	15.4	57.1	101.1	15.9	70.6	102.0	14.6
23.4	101.6	14.7	44.4	100.4	17.6	56.4	100.2	16.3
49.1	10.7	--	73.9	99.7	--	84.6	93.9	--
54.6	100.5	14.2	81.6	100.3	18.5	88.3	99.7	18.4

TABLE 7

FULL-TIME ELEMENTARY-SECONDARY TEACHERS[1], REGIONS AND CANADA, SELECTED YEARS

	1956-57	1961-62	1966-67	1971-72	1972-73	1973-74[P]	1974-75[E]	1975-76[E]
Atlantic Region	15,222	19,067	22,300	26,377	26,844	26,597	26,347	26,056
Quebec	41,427	54,710	67,220	81,705	80,990[E]	79,270[E]	76,700	73,980
Ontario	39,622	54,444	76,336	95,320	95,007	92,960	92,130	91,230
Western Region	34,355	44,916	56,381	67,624	67,215	68,434	68,670	68,715
Yukon & N.W.T.	263	362	550	834	872	920[E]	940	960
Overseas	..	378	477	302	278	311	320	320
Canada	130,889	173,877	223,264	272,162	271,206	268,492	265,107	261,261
Index	100.0	32.8	70.6	107.9	107.2	105.1	102.5	99.6
Kdgn. teachers (Ed. Priv. Kdgn. & Nursery)			In Thousands					
Canada[E]		6.0	9.8	14.2	14.3			

P - Preliminary
E - Estimated

1 - Elementary-Secondary teachers in public, private and federal schools

TABLE 8

FULL-TIME NON-UNIVERSITY AND UNIVERSITY ENROLMENT, SELECTED YEARS
(BY INSTITUTIONS)

	1956-57	1961-62	1966-67	1971-72	1972-73	1973-74[P]	1974-75[E]	1975-76[E]
Non-university								
Atlantic Region	2,726	3,938	6,164	7,531	6,427	6,233	6,310	6,430
Quebec	13,551	22,987	33,755	84,209	100,227	115,413	124,570	134,060
Ontario	11,571	16,974	24,957	50,345	52,521	54,989	58,700	61,500
Western Region	6,197	9,476	15,327	31,694	31,779	34,215	35,500	36,570
Canada	34,045	53,375	80,203	173,779	190,954	210,850	225,080	238,560
University (Undergraduate)								
Atlantic Region	8,240	12,932	20,575	34,118	33,124	32,405	32,770	33,580
Quebec	24,815	40,849	68,570	54,547	56,682	58,967	61,300	63,900
Ontario	22,195	33,073	61,203	118,039	118,700	125,011	129,600	133,070
Western Region	19,796	34,429	60,270	80,590	76,652	79,205	81,260	84,100
Canada	75,046	121,283	210,618	287,294	285,158	295,588	304,930	314,650
(Graduate)								
Atlantic Region	110	338	1,030	1,973	2,091	1,993	1,950	1,970
Quebec	1,087	2,307	6,500	8,272	8,746	9,147	9,600	10,100
Ontario	1,676	2,903	7,727	16,380	16,324	16,462	16,600	16,700
Western Region	585	1,799	4,462	9,107	9,098	9,222	9,300	9,400
Canada	3,458	7,347	19,719	35,732	36,259	36,824	37,450	38,170
Total (Under-graduate & Graduate)								
Atlantic Region	8,350	13,270	21,605	36,091	35,215	34,398	34,720	35,550
Quebec	25,902	43,156	75,070	62,819	65,428	68,114	70,900	74,000
Ontario	23,871	35,976	68,930	134,419	135,024	141,473	146,200	149,770
Western Region	20,381	36,228	64,732	89,697	85,750	88,427	90,560	93,500
Canada	78,504	128,630	230,337	323,026	321,417	332,412	342,380	352,820

Source: 1956-57: Staff Study 25 (prepared for the Economic Council of Canada)
1961-62 and 1966-67: Education in Canada 1973 (Statistics Canada)
P - Preliminary
E - Estimate
1971-72 and 1972-73: Education in Canada (not published)(Statistics Canada)
1973-74 to 1975-76: Advance Statistics of Education 1974-75 (Statistics Canada)

TABLE 9

PROPORTION OF FEMALES IN POST-SECONDARY INSTITUTIONS, SELECTED YEARS

	1956-57	1961-62	1966-67	1971-72	1972-73[E]
			Percentages		
Non-university					
Atlantic Region	98.5	87.6	71.9	65.1	63.8
Quebec	..	62.5	49.3	47.1	45.8
Ontario	..	69.4	60.5	46.8	45.5
Western Region	..	77.0	53.4	42.9	42.8
Canada	..	69.1	55.3	47.0	45.8
University (Undergraduate)					
Atlantic Region	23.4	27.3	33.7	39.3	40.3
Quebec	17.4	22.3	31.3	35.0	36.7
Ontario	22.4	26.5	32.2	37.3	38.1
Western Region	25.8	30.3	38.0	39.5	39.6
Canada	21.8	26.2	33.7	37.7	38.5
(Graduate)					
Atlantic Region	25.5	20.7	16.7	20.4	25.0
Quebec	14.6	21.2	20.6	18.1	25.1
Ontario	14.5	13.8	16.6	16.4	23.5
Western Region	12.8	13.6	16.8	17.8	24.9
Canada	14.6	16.4	18.0	17.4	24.3
Total (Undergraduate & Graduate)					
Atlantic Region	23.4	27.1	32.9	38.2	39.4
Quebec	17.3	22.3	30.4	32.7	35.2
Ontario	21.8	25.5	30.5	34.7	36.3
Western Region	25.5	29.5	36.6	37.3	38.1
Canada	21.4	25.7	32.4	35.4	36.9

E - Estimate

TABLE 10

FULL-TIME TEACHERS IN POST-SECONDARY INSTITUTIONS
REGIONS AND CANADA, SELECTED YEARS

	1961-62	1966-67	1971-72[2]	1972-73[2]	1973-74[3P]	1974-75[3E]	1975-76[3E]
Non-university							
Canada[E]	4,376	6,266	14,133	15,530	16,528	17,500	18,270
University							
Atlantic Region	865[E]	1,495[E]	2,781	2,896	3,239	3,140	3,200
Quebec	2,730[E]	5,250[E]	5,544	5,842	6,365	6,500	6,660
Ontario	2,860[E]	5,580[E]	10,666	11,015	11,657	12,180	12,480
Western Provinces	2,300[E]	4,350[E]	7,327	7,173	7,949	8,060	8,270
Canada	8,755[E]	16,675[E]	26,318	26,926	29,210	29,880	30,610

P - Preliminary
E - Estimated

2 - Excludes sabbatical leave
3 - Includes sabbatical leave

TABLE 11

PART-TIME UNIVERSITY ENROLMENT[1], PROVINCES AND CANADA, SELECTED YEARS

	1966-67	1971-72	1972-73[P]	1973-74[E]	1974-75[E]	1975-76[E]
Newfoundland	881	3,708	3,478	3,819	4,090	4,330
Prince Edward Island	409	1,197	919	1,047	1,080	1,110
Nova Scotia	1,774	3,342	3,562	4,166	4,570	4,970
New Brunswick	3,385	4,668	4,833	4,999	5,120	5,240
Atlantic Provinces	6,449	12,915	12,792	14,031	14,860	15,650
Quebec	38,267	61,317	53,212	55,050	56,700	58,400
Ontario	27,860	57,452	61,835	65,955	69,700	71,900
Manitoba	2,656	8,558	8,483	9,384	10,010	10,630
Saskatchewan	2,783	3,678	4,509	4,975	5,240	5,510
Alberta	4,109	7,548	8,174	7,886	8,280	8,670
British Columbia	3,690	3,919	4,767	5,975	6,520	7,090
Western Provinces	13,238	23,703	25,933	28,220	30,050	31,900
Canada	85,814	155,387	153,772	163,256	171,310	177,850

1 - Undergraduate and Graduate Enrolment

P - Preliminary
E - Estimate

TABLE 12

EXPENDITURES ON EDUCATION BY LEVEL, PROVINCES AND CANADA, SELECTED YEARS

	Total	Elementary and Secondary	Post-secondary			Trade Level
			Non-university	University	Sub-total	
Newfoundland						
1956	..	11,496	417	..	..	516
1961	29,300	20,557	561	3,593	4,154	4,589
1966	73,212	36,888	1,785	24,195	25,980	10,344
1970	122,977	77,223	4,396	22,992	27,388	18,366
1971	142,580	85,484	4,549	34,005	38,554	18,542
1972	154,210	96,692	4,619	32,803	37,422	20,096
1973	173,503	114,522	5,905	30,769	36,674	22,307
Prince Edward Island						
1956	..	2,380	151	..	..	81
1961	6,535	4,779	236	1,009	1,335	421
1966	12,946	9,500	269	2,317	2,586	860
1970	28,959	17,372	1,134	5,980	7,114	4,473
1971	34,587	21,011	1,634	7,052	8,686	4,890
1972	37,904	22,076	1,486	8,897	10,383	5,445
1973	38,421	23,091	3,121	6,292	9,413	5,917
Nova Scotia						
1956	..	26,509	1,034	..	..	839
1961	60,789	46,964	2,506	9,434	11,940	1,885
1966	133,799	71,990	3,497	44,925	48,422	13,387
1970	270,128	131,270	8,242	90,918	99,160	39,698
1971	277,826	146,911	11,236	83,700	94,936	35,979
1972	278,590	160,073	9,886	72,132	82,018	36,499
1973	308,124	180,098	9,825	76,178	86,003	42,023

TABLE 12

EXPENDITURES ON EDUCATION BY LEVEL, PROVINCES AND CANADA, SELECTED YEARS (cont'd)

	Total	Elementary and Secondary	Post-secondary			Trade Level
			Non-university	University	Sub-total	
New Brunswick						
1956	..	21,486	953	..	..	618
1961	46,085	34,567	1,636	7,347	8,983	2,535
1966	104,476	67,961	3,114	26,735	29,849	6,666
1970	182,659	119,150	5,052	41,606	46,658	16,851
1971	237,714	165,911	6,151	45,696	51,847	19,956
1972	243,432	173,931	5,486	43,694	49,180	20,321
1973	263,135	189,200	3,886	47,931	57,817	22,118
Atlantic Provinces						
1956	76,277	61,871	2,555	9,797	12,352	2,054
1961	142,709	106,867	4,939	21,473	26,412	9,430
1966	324,433	186,339	8,665	98,172	106,837	31,257
1970	604,723	345,015	18,824	161,496	180,320	79,388
1971	692,707	419,317	23,570	170,453	194,023	79,367
1972	714,136	452,772	21,477	157,526	179,003	82,361
1973	783,183	506,911	22,737	161,170	183,907	92,365
Quebec						
1956	236,164	181,436	11,159	32,592	43,751	10,977
1961	540,407	396,500	23,930	100,767	124,697	19,210
1966	1,074,432	755,451	40,035	213,279	253,314	65,667
1970	2,069,698	1,435,327	142,238	364,597	506,835	127,536
1971	2,260,522	1,584,053	178,786	355,633	534,419	142,050
1972	2,446,266	1,673,212	229,514	390,714	620,228	152,826
1973	2,720,718	1,843,539	277,362	432,758	710,120	167,059

TABLE 12

EXPENDITURES ON EDUCATION BY LEVEL, PROVINCES AND CANADA. SELECTED YEARS (cont'd)

	Total	Elementary and Secondary	Post-secondary			Trade Level
			Non-university	University	Sub-total	
Ontario						
1956	329,865	271,803	11,722	41,935	53,657	4,405
1961	677,934	541,696	19,516	103,169	122,685	13,553
1966	1,579,326	1,084,696	43,145	381,752	424,897	69,733
1970	3,010,404	1,871,949	187,713	819,094	1,006,807	131,648
1971	3,263,627	2,071,356	217,189	832,993	1,050,182	142,089
1972	3,403,159	2,224,054	220,422	814,557	1,034,979	144,126
1973	3,676,588	2,406,337	208,923	901,306	1,110,229	160,022
Manitoba						
1956	..	36,999	1,398	..	..	989
1961	92,162	71,176	2,313	15,975	18,288	2,698
1966	172,204	117,800	3,050	39,568	42,618	11,786
1970	313,367	203,671	6,177	78,265	84,442	25,254
1971	353,675	238,654	9,312	82,312	91,624	23,397
1972	380,709	255,294	9,376	91,207	100,583	24,832
1973	418,121	279,708	9,841	100,497	110,338	28,075
Saskatchewan						
1956	..	48,635	1,668	..	..	649
1961	102,922	86,592	2,343	11,846	14,189	2,141
1966	188,841	135,212	3,004	41,659	44,663	8,966
1970	273,711	188,094	4,328	61,910	66,238	19,379
1971	299,111	203,299	6,239	66,837	73,076	22,736
1972	314,640	216,348	7,244	66,341	73,585	24,707
1973	340,851	234,594	8,032	71,529	79,561	26,696

TABLE 12

EXPENDITURES ON EDUCATION BY LEVEL, PROVINCES AND CANADA, SELECTED YEARS (cont'd)

	Total	Elementary and Secondary	Post-secondary			Trade Level
			Non-university	University	Sub-total	
Alberta						
1956	..	74,725	2,158	..		2,189
1961	171,312	135,778	3,388	23,409	26,797	8,737
1966	364,714	234,532	12,008	92,332	104,340	25,842
1970	601,815	370,666	27,592	175,834	203,426	27,723
1971	664,366	414,814	32,059	187,805	219,864	29,688
1972	692,607	445,608	36,757	178,602	215,359	31,640
1973	747,511	482,982	45,626	184,108	229,734	34,795
British Columbia						
1956		80,165	1,526	..		1,191
1961	180,443	143,894	1,999	29,729	31,728	4,821
1966	387,110	253,401	11,792	93,046	104,838	28,871
1970	633,707	413,865	29,140	145,748	174,888	44,954
1971	701,910	466,180	31,945	164,103	196,048	39,682
1972	739,296	509,094	32,894	155,992	188,886	41,316
1973	831,688	577,449	35,137	171,532	206,669	47,570
Western Provinces						
1956	282,510	240,524	6,750	30,218	36,968	5,018
1961	546,839	437,440	10,043	80,959	91,002	18,397
1966	1,112,869	740,945	29,854	266,605	296,459	75,465
1970	1,822,600	1,176,296	67,237	461,757	528,994	117,310
1971	2,019,062	1,322,947	79,555	501,057	580,612	115,503
1972	2,127,252	1,426,344	86,271	492,142	578,413	122,495
1973	2,338,171	1,574,733	98,636	527,666	626,302	137,136

TABLE 12

EXPENDITURES ON EDUCATION BY LEVEL, PROVINCES AND CANADA, SELECTED YEARS (Concluded)

	Total	Elementary and Secondary	Post-secondary			Trade Level
			Non-university	University	Sub-total	
Yukon						
1956	581	580	—	—	—	1
1961	2,470	2,466	—	4	4	—
1966	3,884	3,353	—	—	—	531
1970	6,420	5,674	—	1	1	745
1971	8,614	7,754	—	..		860
1972	9,221	8,372	—	..		849
1973	10,248	9,290	—	—	—	958
Northwest Territories						
1956	2,943	2,930	—	4	4	9
1961	8,186	8,051	—	7	7	128
1966	14,040	13,016	—	39	39	985
1970	25,443	20,175	—	10	10	5,258
1971	31,304	27,570	—	9	9	3,725
1972	35,906	31,298	—	11	11	4,597
1973	39,257	33,847	—	—	—	5,410
Canada[1]						
1956	935,148	763,475	32,186	116,109	148,295	23,378
1961	1,930,671	1,499,459	58,428	310,629	369,057	62,155
1966	4,153,245	2,790,942	124,965	991,647	1,116,612	247,691
1970	7,600,255	4,880,426	428,305	1,829,604	2,257,909	461,920
1971	8,326,953	5,456,136	499,100	1,888,123	2,387,223	483,594
1972	8,784,691	5,834,247	557,684	1,885,506	2,443,190	507,254
1973	9,619,806	6,394,638	607,658	2,054,560	2,662,218	562,950
1974	10,511,840	6,944,408	690,300	2,257,132	2,947,432	620,000
1975	11,487,794	7,513,511	784,300	2,509,983	3,294,283	680,000

1 - Canada includes overseas and undistributable expenditures

1956	6,808
1961	12,126
1966	46,261
1970	60,967
1971	51,117
1972	48,751
1973	51,641

TABLE 13

MEASUREMENTS - EXPENDITURES ON EDUCATION IN RELATION TO SOCIO-ECONOMIC INDICATORS
CANADA, 1960 to 1972*

Year	Expenditures on Education	Selected Socio-economic Indicators				Total Full-time Enrolment[1]
		GNP[r]	Personal Income	Population	Labour Force	
	1	2	3	4	5	6
		$'000,000			'000	
1956	935.1	32,058	23,531	16,081	..	3,558.0
1960	1,706.0	38,359	29,595	17,870	6,411	4,367.4
1961	1,910.7	39,646	30,104	18,238	6,521	4,594.8
1962	2,377.9	42,927	32,788	18,583	6,615	4,809.3
1963	2,540.8	45,978	34,829	18,931	6,748	5,025.5
1964	2,889.9	50,280	37,282	19,290	6,933	5,240.7
1965	3,399.5	55,364	41,071	19,644	7,141	5,474.9
1966	4,135.2	61,828	46,094	20,015	7,420	5,666.5
1967	5,025.5	66,409	50,579	20,378	7,694	5,870.0
1968	5,777.1	72,586	55,677	20,701	7,919	6,092.8
1969	6,554.8	79,815	61,804[r]	21,001	8,162	6,245.6
1970	9,565.4[r]	85,685	66,633[p]	21,297	8,374	6,361.4
1971	8,327.0[p]	93,307	73,630	21,568	8,631	6,363.1
1972	8,784.7[e]	103,493	82,440	21,821	8,891	6,329.3
1973	9,619.8	118,678	93,992	22,065	9,279	6,226.8

TABLE 13

MEASUREMENTS - EXPENDITURES ON EDUCATION IN RELATION TO SOCIO-ECONOMIC INDICATORS
CANADA, 1960 to 1972* (concluded)

Year	Expenditures Related to Indicators				Total Full-time Enrolment
	GNP[2r]	Personal Income	Population	Labour Force	
	7 (1 ÷ 2)	8 (1 ÷ 3)	9 (1 ÷ 4)	10 (1 ÷ 5)	(1 ÷ 6)
	%		$ per capita		
1956	2.9	4.0	58	..	263
1960	4.4	5.8	95	266	391
1961	4.9	6.4	106	296	420
1962	5.5	7.3	128	359	494
1963	5.5	7.3	134	377	506
1964	5.7	7.8	150	417	551
1965	6.1	8.3	173	476	621
1966	6.7	9.0	208	560	733
1967	7.6	9.9	247	653	856
1968	8.0	10.4	279	730	943
1969	2.2	10.6	312	803	1,050
1970	8.8	11.4	355	903	1,189
1971	8.9	11.3	386	985	1,309
1972	8.5	10.9	403	988	1,385
1973	8.1	10.2	436	1,037	1,545

1 - Does not include students in trade and apprenticeship programs, nor students in private business colleges.

2 - Public expenditures on education related to GNP came to 4.0% in 1960, 8.1% in 1970, 8.2% in 1971 and 7.8% in 1972.

* This table corresponds to Table 6, page 93 in the previous publication.

TABLE 14

TOTAL ELEMENTARY AND SECONDARY SCHOOLS[1], FOR THE REGIONS AND CANADA, SELECTED YEARS

	1961-62	1966-67	1971-72	1972-73	1973-74[P]	1974-75[E]	1975-76[E]
Atlantic Region	4,261	3,444	2,207	2,097	2,079	2,060	2,037
Quebec	7,967	6,402	4,007	3,919	3,780	3,582	3,493
Ontario	7,623	6,047	5,142	5,093	5,027	4,937	4,866
Western Region	6,929	5,782	4,886	4,961	5,020	4,997	4,970
Yukon & N.W.T.	66	79	82	83	87	87	88
Overseas	22	19	11	11	11	11	11
Canada	28,868	21,773	16,335	16,164	16,004	15,674	15,465

1 - Public, Private, Federal (does not include private, kindergarten & nursery)

P - Preliminary
E - Estimate

TABLE 15

EXPENDITURES ON EDUCATION BY SOURCE OF FUNDS
FOR PROVINCES AND CANADA, SELECTED YEARS

	Total	Government Sources: Federal[1]	Provincial	Municipal	Sub-total	Fees	Other
	$'000						
Newfoundland							
1956	..	..	..	..	..	..	..
1961	29,300	4,762	21,180	205	26,147	1,222	1,931
1966	73,212	8,621	56,490	654	65,765	3,223	4,224
1970	122,977	21,475	88,278	649	110,402	6,750	5,825
1971	142,580	24,759	102,960	747	128,466	7,028	7,086
1972	154,210	24,033	113,567	915	138,515	7,006	8,689
1973	173,503	25,744	130,786	1,005	157,535	6,866	9,102
Prince Edward Island							
1956	..	..	..	..	..	..	..
1961	6,535	921	3,593	1,412	5,926	391	218
1966	12,946	1,286	7,476	2,727	11,489	702	755
1970	28,959	7,031	17,521	3,850	28,402	1,446	-889
1971	34,587	6,384	21,627	4,732	32,743	1,542	302
1972	37,904	6,636	25,690	2,500	34,826	1,481	1,597
1973	38,421	7,161	29,177	--	36,338	1,583	500
Nova Scotia							
1956	..	..	..	..	..	..	..
1961	60,789	5,722	25,893	21,054	52,671	3,521	4,597
1966	133,799	23,183	53,289	30,645	107,117	8,117	18,565
1970	270,128	40,203	143,158	48,006	231,367	11,619	27,142
1971	277,826	44,653	148,098	54,580	247,331	13,051	17,444
1972	278,590	43,316	156,320	58,575	258,211	12,574	7,805
1973	308,124	46,594	172,349	64,499	283,442	13,485	11,197

EXPENDITURES ON EDUCATION BY SOURCE OF FUNDS
FOR PROVINCES AND CANADA, SELECTED YEARS (cont'd)

	Total	Government Sources: Federal[1]	Provincial	Municipal	Sub-total	Fees	Other
	$'000						
New Brunswick							
1956	..	..	..	..	..	..	..
1961	46,085	4,526	14,783	19,668	38,977	3,049	4,059
1966	104,476	11,349	38,992	33,325	83,666	5,216	15,594
1970	182,659	32,065	136,194	--	168,259	8,588	5,812
1971	237,714	30,386	190,562	--	220,948	9,250	7,516
1972	243,432	28,583	202,095	--	230,678	7,975	4,779
1973	263,135	30,834	218,105	--	248,939	8,806	5,390
Atlantic Provinces							
1956	76,277	6,333	38,369	24,138	68,840	4,285	3,152
1961	142,709	15,931	65,451	42,339	123,721	8,183	10,805
1966	324,433	44,439	156,247	67,351	268,037	17,258	39,138
1970	604,723	100,774	385,151	52,505	538,430	28,403	37,890
1971	692,707	106,182	463,247	60,059	629,488	30,871	32,348
1972	714,136	102,568	497,672	61,990	662,320	29,036	22,870
1973	783,183	110,333	550,417	65,504	726,254	30,740	26,189
Quebec							
1956	236,164	10,019	93,141	94,215	197,375	17,921	20,868
1961	540,407	28,165	259,486	160,235	447,886	47,496	45,025
1966	1,074,432	103,234	524,096	313,067	940,397	77,945	56,090
1970	2,069,698	255,515	1,178,240	437,677	1,871,432	76,339	121,927
1971	2,260,522	237,016	1,375,789	444,047	2,056,852	67,030	136,640
1972	2,446,266	240,469	1,599,129	458,927	2,298,525	80,211	67,530
1973	2,720,718	260,999	1,816,139	474,607	2,551,745	93,956	75,017

TABLE 15

EXPENDITURES ON EDUCATION BY SOURCE OF FUNDS (cont'd)
FOR PROVINCES AND CANADA, SELECTED YEARS

	Total	Government Sources				Fees	Other
		Federal[1]	Provincial	Municipal	Sub-total		
	$'000						
Ontario							
1956	329,865	19,142	114,836	164,563	298,541	19,204	12,120
1961	677,934	47,750	275,245	295,370	618,365	34,734	24,835
1966	1,579,326	177,820	779,309	459,148	1,416,277	72,493	90,556
1970	3,010,404	225,216	1,611,746	786,848	2,623,810	121,490	265,104
1971	3,263,627	252,580	2,022,195	767,257	3,042,032	146,936	74,659
1972	3,403,159	246,559	1,990,188	829,892	3,066,639	158,615	177,905
1973	3,676,588	256,546	2,193,089	854,358	3,303,993	173,428	199,167
Manitoba							
1956	..	..	..	..	..	..	..
1961	92,162	10,327	36,905	36,009	83,241	4,682	4,239
1966	172,204	31,957	65,262	53,894	151,113	8,987	12,104
1970	313,367	51,095	157,645	75,930	284,670	14,667	14,030
1971	353,675	54,371	194,928	77,567	326,866	15,662	11,147
1972	380,709	49,147	216,156	88,667	353,970	15,978	10,761
1973	418,121	53,836	242,208	27,781	333,825	17,568	16,728
Saskatchewan							
1956	..	..	..	..	..	..	..
1961	102,922	8,886	44,139	40,454	93,479	4,490	4,953
1966	188,841	25,864	81,451	57,396	164,711	8,464	15,666
1970	273,711	49,100	125,619	84,523	259,242	11,106	3,363
1971	299,111	48,193	147,847	82,258	278,298	11,186	9,627
1972	314,640	45,676	160,807	84,555	291,038	10,998	12,604
1973	340,851	49,591	180,412	86,445	316,448	11,666	12,737

TABLE 15

EXPENDITURES ON EDUCATION BY SOURCE OF FUNDS (cont'd)
FOR PROVINCES AND CANADA, SELECTED YEARS

	Total	Government Sources				Fees	Other
		Federal[1]	Provincial	Municipal	Sub-total		
	$'000						
Alberta							
1956	..	..	..	..	..	..	..
1961	171,312	14,263	80,651	52,445	155,359	6,387	9,566
1966	364,714	47,027	203,831	84,097	334,955	13,791	15,968
1970	601,815	57,237	364,381	134,642	556,260	24,634	20,921
1971	664,366	69,303	398,211	145,500	613,016	25,701	25,649
1972	692,607	67,873	413,528	159,454	640,855	26,357	25,395
1973	747,511	72,818	455,691	169,620	698,129	29,095	20,287
British Columbia							
1956	..	..	..	..	..	..	..
1961	180,443	15,824	80,004	64,214	160,042	10,139	10,262
1966	387,110	51,854	169,431	119,813	341,098	21,382	24,630
1970	633,707	73,126	363,691	146,630	583,447	26,864	23,396
1971	701,910	87,592	342,356	213,804	643,752	26,677	31,481
1972	739,296	81,500	376,295	234,629	692,424	28,508	18,364
1973	831,688	84,222	421,644	261,316	767,182	31,382	33,124
Western Provinces							
1956	282,510	24,630	126,865	111,314	262,809	11,867	7,834
1961	546,839	49,300	249,699	193,122	492,121	25,698	29,020
1966	1,112,869	156,702	519,975	315,200	991,877	52,624	68,368
1970	1,822,600	230,558	1,011,336	441,725	1,683,619	77,271	61,710
1971	2,019,062	259,461	1,083,342	519,129	1,861,932	79,226	77,904
1972	2,127,252	244,196	1,166,786	567,305	1,978,287	81,841	67,124
1973	2,338,171	260,467	1,299,935	605,162	2,165,584	89,711	82,876

TABLE 15

EXPENDITURES ON EDUCATION BY SOURCE OF FUNDS
FOR PROVINCES AND CANADA, SELECTED YEARS (Concluded)

	Total	Government Sources				Fees	Other
		Federal[1]	Provincial	Municipal	Sub-total		
	$'000						
Yukon							
1956	581	225	356	--	581	--	--
1961	2,470	824	1,639	--	2,463	--	7
1966	3,884	494	2,638	--	3,132	2	750
1970	6,420	710	5,466	--	6,176	110	134
1971	8,614	1,282	7,061	--	8,343	126	145
1972	9,221	1,162	7,758	--	8,920	138	163
1973	10,248	1,255	8,663	--	9,918	150	180
Northwest Territories							
1956	2,943	2,320	485	107	2,912	--	31
1961	8,186	6,927	1,043	163	8,133	--	53
1966	14,040	10,902	2,816	282	14,000	--	40
1970	25,443	8,545	16,446	471	25,462	2	-21
1971	31,304	3,734	26,837	600	31,171	--	133
1972	35,906	3,285	31,751	720	35,756	--	150
1973	39,257	3,654	34,619	820	39,093	--	164
Canada[2]							
1956	935,148	69,477	374,052	394,337	837,866	53,277	44,005
1961	1,930,671	161,023	852,563	691,229	1,704,815	116,111	109,745
1966	4,155,245	539,852	1,985,081	1,155,048	3,679,981	220,322	254,942
1970	7,600,255	882,285	4,208,385	1,719,226	6,809,896	303,615	486,744
1971	8,326,953	911,372	4,978,471	1,791,092	7,680,935	324,189	321,829
1972	8,784,691	886,990	5,293,284	1,918,834	8,099,108	349,841	335,742
1973	9,619,806	944,895	5,902,882	2,000,451	8,848,228	387,985	383,593
1974	10,511,840	1,028,412	6,456,533	2,200,557	9,685,502	425,986	400,352
1975	11,487,794	1,124,115	7,081,372	2,368,577	10,574,064	470,679	443,051

1 - Excludes federal transfers to the provinces for post-secondary education and for the minority language program (1970 to present), as follows:

	$'000,000
1966	30
1970	856
1971	943
1972	1,058
1973	1,143
1974	1,24*
1975	1,364

2 - Canada includes overseas and undistributable expenditures:

	$'000
1956	6,808
1961	12,126
1966	46,261
1970	60,967
1971	51,117
1972	48,751
1973	51,641

TABLE 16

EXPENDITURES ON ELEMENTARY AND SECONDARY EDUCATION BY SOURCE OF FUNDS
FOR PROVINCES AND CANADA, SELECTED YEARS

	Total	Government Sources				Fees	Other
		Federal	Provincial	Municipal	Sub-total		
Newfoundland							
1956	11,496	461	8,932	--	9,393	444	1,659
1961	20,557	359	17,654	205	18,218	774	1,565
1966	36,888	288	32,539	654	33,481	1,447	1,960
1970	77,223	4,002	65,233	649	69,884	2,299	5,040
1971	85,484	4,139	72,920	747	77,806	1,938	5,740
1972	96,692	3,308	84,562	915	88,785	1,899	6,008
1973	114,522	3,722	101,186	1,005	105,913	2,020	6,589
Prince Edward Island							
1956	2,380	173	1,305	856	2,334	59	-13
1961	4,779	407	2,798	1,412	4,617	123	39
1966	9,500	311	6,209	2,727	9,247	105	148
1970	17,372	2,377	11,049	3,850	17,276	30	66
1971	21,011	1,303	14,794	4,732	20,829	55	127
1972	22,076	992	18,289	2,500	21,781	144	151
1973	23,091	1,116	21,631	--	22,747	173	171
Nova Scotia							
1956	26,509	705	14,624	11,454	26,783	352	-626
1961	46,964	1,888	22,010	21,018	44,916	704	1,344
1966	71,990	1,447	37,509	30,642	69,598	1,283	1,109
1970	131,270	9,725	70,376	47,960	128,061	1,297	1,912
1971	146,911	8,485	81,999	54,579	145,063	135	1,713
1972	160,073	6,616	91,767	58,574	156,957	168	2,948
1973	180,098	7,445	103,162	64,499	175,106	181	4,811

TABLE 16

EXPENDITURES ON ELEMENTARY AND SECONDARY EDUCATION BY SOURCE OF FUNDS
FOR PROVINCES AND CANADA, SELECTED YEARS (cont'd)

	Total	Government Sources				Fees	Other
		Federal	Provincial	Municipal	Sub-total		
New Brunswick							
1956	21,486	1,272	8,229	11,788	21,289	401	-204
1961	34,567	1,220	11,181	19,668	32,069	997	1,501
1966	67,961	1,559	28,348	33,325	63,232	1,095	3,634
1970	119,150	12,018	105,135	--	117,153	608	1,389
1971	165,911	6,915	156,876	--	163,791	569	1,551
1972	173,931	5,458	164,993	--	170,451	975	2,505
1973	189,200	6,142	179,393	--	185,535	985	2,680
Atlantic Provinces							
1956	61,871	2,611	33,090	24,098	54,799	1,256	816
1961	106,867	3,874	53,643	42,303	99,820	2,598	4,449
1966	186,339	3,605	104,605	67,348	175,558	3,930	6,851
1970	345,015	28,122	251,793	52,459	332,374	4,234	8,407
1971	419,317	20,842	326,589	60,058	407,489	2,697	9,131
1972	452,772	16,374	359,611	61,989	437,974	3,186	11,612
1973	506,911	18,425	405,372	65,504	489,301	3,359	14,251
Quebec							
1956	181,436	3,187	65,437	94,215	162,839	9,413	9,184
1961	396,500	5,161	172,782	160,235	338,178	26,338	31,984
1966	755,451	45,423	351,219	313,067	709,709	31,688	14,054
1970	1,435,327	92,527	827,210	437,398	1,357,135	33,138	45,054
1971	1,584,053	52,527	982,607	444,033	1,479,167	24,385	80,501
1972	1,673,212	41,352	1,094,544	458,863	1,594,759	31,559	46,984
1973	1,843,539	46,531	1,232,782	474,540	1,753,853	37,314	52,372

TABLE 16

EXPENDITURES ON ELEMENTARY AND SECONDARY EDUCATION BY SOURCE OF FUNDS FOR PROVINCES AND CANADA, SELECTED YEARS (cont'd)

	Total	Government Sources				Fees	Other
		Federal	Provincial	Municipal	Sub-total		
Ontario							
1956	271,803	5,043	88,985	164,295	258,323	8,225	5,255
1961	541,696	17,257	212,520	294,049	523,826	13,942	3,928
1966	1,084,696	56,766	510,737	458,256	1,025,759	25,680	33,257
1970	1,871,949	35,571	984,624	786,183	1,806,378	33,182	32,389
1971	2,071,356	28,903	1,199,276	766,848	1,995,027	35,521	40,808
1972	2,224,054	22,662	1,286,785	829,275	2,138,722	40,652	44,680
1973	2,406,337	25,993	1,432,761	853,718	2,312,472	45,271	48,594
Manitoba							
1956	36,999	4,070	10,448	21,425	35,943	714	342
1961	71,176	5,568	27,952	35,974	69,494	1,366	316
1966	117,800	11,574	45,910	53,827	111,311	2,517	3,972
1970	203,671	27,117	91,425	75,885	194,427	3,565	5,679
1971	238,654	26,543	125,950	77,527	230,020	3,992	4,642
1972	255,294	20,842	135,560	88,624	245,026	4,328	5,940
1973	279,708	23,453	152,713	87,734	263,900	4,969	10,839
Saskatchewan							
1956	48,635	2,491	15,568	29,707	47,766	686	183
1961	86,592	4,517	35,451	40,454	80,422	1,879	4,291
1966	135,212	11,274	60,256	57,396	128,926	2,798	3,488
1970	188,094	21,981	77,452	84,523	183,956	1,981	2,157
1971	203,299	18,136	97,100	82,258	197,494	2,212	3,593
1972	216,348	14,225	109,958	84,555	208,738	1,979	5,631
1973	234,594	16,007	124,816	86,445	227,268	1,924	5,402

TABLE 16

EXPENDITURES ON ELEMENTARY AND SECONDARY EDUCATION BY SOURCE OF FUNDS FOR PROVINCES AND CANADA, SELECTED YEARS (cont'd)

	Total	Government Sources				Fees	Other
		Federal	Provincial	Municipal	Sub-total		
Alberta							
1956	74,725	4,160	38,518	30,375	73,053	829	843
1961	135,778	6,087	67,343	52,445	125,875	2,400	7,503
1966	234,532	18,521	118,481	83,921	220,923	3,863	9,746
1970	370,666	17,661	206,946	134,631	359,238	6,061	5,367
1971	414,814	18,240	234,498	145,500	398,238	6,510	10,066
1972	445,608	14,390	252,771	159,438	426,599	7,124	11,885
1973	482,982	16,192	278,831	169,602	464,625	7,208	11,149
British Columbia							
1956	80,165	2,995	41,750	29,794	74,539	1,870	3,756
1961	143,894	5,508	65,802	64,102	135,412	3,821	4,661
1966	253,401	17,984	100,309	116,706	234,999	7,335	11,067
1970	413,865	20,734	228,175	143,270	392,179	8,394	13,292
1971	466,180	21,270	206,068	210,724	438,062	10,000	18,118
1972	509,094	16,706	230,913	231,577	479,196	10,834	19,064
1973	577,449	18,798	264,702	258,058	541,558	11,889	24,002
Western Provinces							
1956	240,524	13,716	106,284	111,301	231,301	4,099	5,124
1961	437,440	21,680	196,548	192,975	411,203	9,466	16,771
1966	740,945	59,353	324,956	311,850	696,159	16,513	28,273
1970	1,176,296	87,493	603,998	438,309	1,129,800	20,001	26,495
1971	1,322,947	84,189	663,616	516,009	1,263,814	22,714	36,419
1972	1,426,344	66,163	729,202	564,194	1,359,559	24,265	42,520
1973	1,574,733	74,450	821,062	601,839	1,497,351	25,990	51,392

TABLE 16

EXPENDITURES ON ELEMENTARY AND SECONDARY EDUCATION BY SOURCE OF FUNDS FOR PROVINCES AND CANADA, SELECTED YEARS (concluded)

	Total	Government Sources				Fees	Other
		Federal	Provincial	Municipal	Sub-total		
Yukon							
1956	580	224	356	--	580	--	--
1961	2,466	823	1,636	--	2,459	--	7
1966	3,353	106	2,495	--	2,601	2	750
1970	5,674	528	4,952	--	5,480	60	134
1971	7,754	868	6,668	--	7,536	73	145
1972	8,372	662	7,464	--	8,126	83	163
1973	9,290	745	8,273	--	9,018	92	180
Northwest Territories							
1956	2,930	2,311	481	107	2,899	--	31
1961	8,051	6,798	1,037	163	7,998	--	53
1966	13,016	9,860	2,834	282	12,976	--	40
1970	20,175	5,523	14,202	471	20,196	--	-21
1971	27,570	--	26,837	600	27,437	--	133
1972	31,298	--	30,428	720	31,148	--	150
1973	33,947	--	32,863	820	33,683	--	164
Canada[1]							
1956	763,475	31,423	294,633	394,016	720,072	22,993	20,410
1961	1,499,459	62,032	638,166	689,725	1,389,923	52,344	57,192
1966	2,790,942	182,255	1,296,846	1,150,803	2,629,904	77,813	83,225
1970	4,880,426	275,754	2,686,779	1,714,820	4,677,353	90,615	112,458
1971	5,456,136	210,468	3,205,593	1,787,548	5,203,609	85,390	167,137
1972	5,834,247	165,408	3,508,034	1,915,041	5,588,483	99,745	146,019
1973	6,394,638	186,125	3,933,113	1,996,421	6,115,659	112,026	166,953
1974	6,944,408	207,507	4,259,350	2,196,377	6,663,234	122,937	158,237
1975	7,513,511	232,055	4,597,166	2,364,127	7,193,348	138,272	181,891

1 - Canada includes overseas and undistributable expenditures:

1956	4,331
1961	6,439
1966	7,142
1970	25,990
1971	23,139
1972	18,195
1973	19,981

TABLE 17

EXPENDITURES ON ELEMENTARY AND SECONDARY EDUCATION BY TYPE OF SCHOOL
FOR PROVINCES AND CANADA, SELECTED YEARS

	Total	Publicly-controlled Schools					Federal Schools		Private Schools
		Regular Public Schools			Schools for Handicapped	Other Expenditures		Subtotal	
		School Board	Departmental Services	Subtotal					
Newfoundland									
1956	11,496	9,819	1,430	11,249	80	167	--	11,496	--
1961	20,557	18,091	1,912	20,003	232	131	--	20,366	191
1966	36,888	29,615	6,235	35,850	504	184	--	36,538	350
1970	77,223	60,911	13,668	74,579	830	639	--	76,048	1,175
1971	85,484	66,967	15,331	82,298	1,093	769	--	84,160	1,324
1972	96,692	76,231	16,950	93,181	1,202	809	--	95,192	1,500
1973	114,522	92,419	18,071	110,490	1,296	851	--	112,637	1,885
Prince Edward Island									
1956	2,380	2,914	328	2,242	8	51	15	2,316	64
1961	4,779	3,907	626	4,533	22	63	18	4,636	143
1966	9,500	7,761	1,463	9,224	34	114	14	9,386	114
1970	17,372	14,809	1,951	16,760	31	425	126	17,342	30
1971	21,011	17,521	2,753	20,274	33	493	153	20,953	58
1972	22,076	19,118	2,131	21,249	36	518	106	21,909	167
1973	23,091	20,271	1,928	22,199	39	544	124	22,906	185
Nova Scotia									
1956	26,509	21,342	3,823	25,165	194	452	245	26,056	453
1961	46,964	38,940	5,246	44,186	778	512	406	45,882	1,082
1966	71,990	61,131	7,438	68,569	828	801	213	70,411	1,579
1970	131,270	112,368	14,056	126,424	900	1,192	971	129,487	1,783
1971	146,911	124,738	17,350	142,088	1,160	1,442	1,334	146,024	887
1972	160,073	137,389	17,496	154,885	1,275	1,538	1,375	159,073	1,000
1973	180,098	155,923	18,572	174,495	1,374	1,626	1,613	179,108	990

TABLE 17

EXPENDITURES ON ELEMENTARY AND SECONDARY EDUCATION BY TYPE OF SCHOOL
FOR PROVINCES AND CANADA, SELECTED YEARS (cont'd)

	Total	Publicly-controlled Schools					Federal Schools		Private Schools
		Regular Public Schools			Schools for Handicapped	Other expenditures		Subtotal	
		School Board	Departmental Services	Subtotal					
New Brunswick									
1956	21,486	18,655	2,037	20,692	108	199	165	21,164	322
1961	34,567	30,163	2,344	32,507	378	253	177	33,315	1,252
1966	67,961	46,231	18,408	64,639	785	591	912	66,927	1,034
1970	119,150	73,032	40,807	113,839	1,166	1,954	1,135	118,094	1,056
1971	165,911	90,110	70,163	160,273	1,524	2,313	1,033	165,143	768
1972	173,931	97,340	70,580	167,920	1,676	2,445	1,058	173,099	832
1973	189,200	105,701	76,617	182,318	1,807	2,576	1,239	187,940	1,260
Atlantic Provinces									
1956	61,871	51,730	7,602	59,332	390	869	441	61,032	839
1961	106,867	91,101	10,128	101,229	1,410	959	601	104,199	2,668
1966	186,339	144,738	33,544	178,282	2,151	1,690	1,139	183,262	3,077
1970	345,015	261,120	70,482	331,602	2,927	4,210	2,232	340,971	4,044
1971	419,317	299,336	105,597	404,933	3,810	5,017	2,520	416,280	3,037
1972	452,772	330,078	107,157	437,235	4,189	5,310	2,539	449,273	3,499
1973	506,911	374,314	115,188	489,502	4,516	5,597	2,976	502,591	4,320
Quebec									
1956	181,436	146,739	22,420	169,159	864	498	1,065	172,586	8,850
1961	396,500	307,627	49,881	357,508	2,346	3,875	2,421	366,150	30,350
1966	755,451	643,490	56,548	700,038	2,237	10,398	5,103	717,776	37,675
1970	1,435,327	1,121,105	212,348	1,333,453	9,285	19,410	6,719	1,368,867	66,460
1971	1,584,053	1,194,671	269,319	1,463,990	12,093	22,964	14,039	1,513,086	70,967
1972	1,673,212	1,267,052	274,084	1,541,136	13,295	24,239	13,882	1,592,552	80,660
1973	1,843,539	1,390,900	301,928	1,692,828	14,344	25,511	16,237	1,748,920	94,619

TABLE 17

EXPENDITURES ON ELEMENTARY AND SECONDARY EDUCATION BY TYPE OF SCHOOL
FOR PROVINCES AND CANADA, SELECTED YEARS (cont'd)

	Total	Publicly-controlled Schools					Federal Schools	Sub-total	Private Schools
		Regular Public Schools							
		School Board	Departmental Services	Sub-total	Schools for Handicapped	Other Expenditures			
Ontario									
1956	271,803	250,561	9,694	260,255	1,332	804	2,305	264,696	7,107
1961	541,696	478,818	36,762	515,580	4,380	1,620	5,400	526,980	14,716
1966	1,084,696	876,588	149,105	1,025,693	10,632	8,196	9,782	1,054,303	30,393
1970	1,871,949	1,665,030	121,336	1,786,366	9,690	17,369	12,391	1,825,816	46,133
1971	2,071,356	1,820,461	150,586	1,971,047	12,590	20,544	21,432	2,025,613	45,743
1972	2,224,054	1,968,560	146,438	2,114,998	13,842	21,829	21,390	2,172,059	51,995
1973	2,406,337	2,123,435	161,387	2,284,822	14,922	23,079	25,003	2,347,826	58,511
Manitoba									
1956	36,999	30,481	2,518	32,999	114	320	2,747	36,180	819
1961	71,176	60,436	3,624	64,060	225	470	4,027	68,782	2,394
1966	117,800	91,893	8,299	100,192	3,428	1,161	8,472	113,253	4,547
1970	203,671	161,523	24,038	185,561	942	1,701	10,271	198,475	5,196
1971	238,654	180,332	32,491	212,823	1,210	2,000	17,730	233,763	4,891
1972	255,294	199,733	28,682	228,415	1,330	2,116	17,933	249,794	5,500
1973	279,708	218,628	30,976	249,604	1,434	2,229	20,945	274,212	5,496
Saskatchewan									
1956	48,635	42,762	2,356	45,118	248	479	2,010	47,855	780
1961	86,592	75,766	4,072	79,838	292	626	3,713	84,469	2,123
1966	135,212	109,841	14,037	123,878	589	885	7,233	132,585	2,627
1970	188,094	159,276	15,500	174,776	1,222	1,655	8,472	186,125	1,969
1971	203,299	164,632	20,506	185,138	1,276	1,952	12,735	201,101	2,198
1972	216,348	179,211	18,119	197 330	1,403	2,106	13,006	213,848	2,500
1973	234,594	191,207	22,862	214,069	1,516	2,245	15,192	233,022	1,572

TABLE 17

EXPENDITURES ON ELEMENTARY AND SECONDARY EDUCATION BY TYPE OF SCHOOL
FOR PROVINCES AND CANADA, SELECTED YEARS (cont'd)

	Total	Publicly-controlled Schools					Federal Schools	Sub-total	Private Schools
		Regular Public Schools							
		School Board	Departmental Services	Sub-total	Schools for Handicapped	Other Expenditures			
Alberta									
1956	74,725	57,762	12,307	70,075	1,099	558	2,004	73,736	989
1961	135,778	122,910	3,425	126,335	754	884	4,845	132,818	2,960
1966	234,532	190,824	29,246	220,070	910	1,885	7,658	230,523	4,009
1970	370,666	335,755	18,483	354,238	961	2,666	7,636	365,501	5,009
1971	414,814	372,482	18,435	390,917	1,221	3,069	13,450	408,657	6,157
1972	445,608	400,249	19,994	420,243	1,343	3,323	13,700	438,609	6,999
1973	482,982	431,567	23,618	455,185	1,448	3,550	16,001	476,184	6,798
British Columbia									
1956	80,165	68,841	5,482	74,323	844	527	2,366	78,060	2,105
1961	143,894	126,684	6,522	133,206	503	788	4,522	139,019	4,875
1966	253,401	213,765	18,662	232,427	615	1,067	9,989	244,098	9,303
1970	413,865	360,433	26,499	386,932	1,027	1,235	12,154	401,348	12,517
1971	466,180	400,254	30,241	430,495	1,325	1,460	19,329	452,609	13,571
1972	509,094	438,266	32,645	470,911	1,457	1,602	19,625	493,595	15,499
1973	577,449	500,369	35,413	535,782	1,571	1,716	22,928	561.997	15,452
Western Provinces									
1956	240,524	199.852	22,663	222,515	2,305	1,884	9.127	235,831	4,693
1961	437,440	385,796	17.643	403,439	1.774	2,768	17,107	425,088	12,352
1966	740,945	606,323	70.244	676,567	5,542	4,998	33,352	720,459	20,486
1970	1,176,296	1.016.987	24,520	1,101,507	4.152	7,257	38,533	1.151.449	24,847
1971	1,322,947	1,117.700	101,673	1.219.373	5,032	8,481	63.244	1,296,130	26,817
1972	1.426.344	1,217,459	99,440	1.316.899	5,533	9,150	64.264	1,395,846	30,498
1973	1.574.733	1,341,771	112.869	1,454,640	5,969	9,740	75,066	1,545,415	29,318

TABLE 17

EXPENDITURES ON ELEMENTARY AND SECONDARY EDUCATION BY TYPE OF SCHOOL
FOR PROVINCES AND CANADA, SELECTED YEARS (concluded)

	Total	Publicly-controlled Schools					Federal Schools	Sub-total	Private Schools
		Regular Public Schools							
		School Board	Departmental Services	Sub-total	Schools for Handicapped	Other Expenditures			
Yukon									
1956	580	446	1	447	--	--	133	580	--
1961	2,466	1,601	410	2,011	--	42	413	2,466	--
1966	3,353	2,782	357	3,139	4	173	37	3,353	--
1970	5,674	4,908	529	5,437	13	224	--	5,674	--
1971	7,754	5,950	885	6,835	33	263	623	7,754	--
1972	8,372	6,742	683	7,425	36	276	635	8,372	--
1973	9,290	7,482	736	8,218	39	291	742	9,290	--
Northwest Territories									
1956	2,930	173	458	631	1	3	2,295	2,930	--
1961	8,051	500	181	681	2	2	7,366	8,051	--
1966	13,016	570	100	670	19	5	12,322	13,016	--
1970	20,175	928	14,665	15,593	--	1,688	2,894	20,175	--
1971	27,570	23,514	2,080	25,594	--	1,976	--	27,570	--
1972	31,298	26,902	2,323	29,225	--	2,073	--	31,298	--
1973	33,847	29,180	2,490	31,670	--	2,177	--	33,847	--
Canada[1]									
1956	763,475	649,501	65,477	714,978	4,892	5,058	17,058	741,986	21,489
1961	1,499,459	1,265,443	120,117	1,385,560	9,912	9,266	34,635	1,439,373	60,086
1966	2,790,942	2,274,491	314,975	2,589,466	20,585	25,460	63,800	2,699,311	91,631
1970	4,880,426	4,070,078	526,363	4,596,441	26,067	50,182	66,252	4,738,942	141,848
1971	5,456,136	4,461,632	651,622	5,113,254	33,558	59,245	103,515	5,309,572	146,564
1972	5,834,247	4,816,793	645,266	5,462,059	36,895	62,891	105,750	5,667,595	166,652
1973	6,394,638	5,267,082	711,013	5,978,095	39,790	66,410	123,575	6,207,870	186,768
1974	6,944,408	5,695,409	784,912	6,480,321	43,570	72,710	140,457	6,737,058	207,350
1975	7,513,511	6,140,535	851,289	6,991,824	47,930	79,980	158,740	7,278,474	235,037

1 - Canada includes overseas and undistributable expenditures:

1956	4,331
1961	6,439
1966	7,142
1970	25,990
1971	23,139
1972	18,195
1973	19,981

TABLE 18

EXPENDITURES ON POST-SECONDARY EDUCATION BY SOURCE OF FUNDS
PROVINCES AND CANADA, SELECTED YEARS

	Total	Government Sources				Fees	Other
		Federal[1]	Provincial	Municipal	Sub-total		
Newfoundland							
1956	..	..	..	..	..	..	..
1961	4,154	1,203	2,174	--	3,377	425	352
1966	25,980	4,187	18,087	--	22,274	1,642	2,064
1970	27,388	4,432	18,108	--	22,540	4,266	582
1971	38,554	4,067	28,414	--	32,481	4,884	1,189
1972	37,422	3,954	26,064	--	30,018	4,893	2,511
1973	36,674	4,027	25,697	--	29,724	4,622	2,328
Prince Edward Island							
1956	..	..	..	..	..	..	..
1961	1,335	290	610	--	900	257	178
1966	2,586	798	700	--	1,498	504	584
1970	7,114	706	6,075	--	6,781	1,364	-1,031
1971	8,686	529	6,609	--	7,138	1,434	114
1972	10,383	613	7,107	--	7,720	1,282	1,381
1973	9,413	647	7,156	--	7,803	1,352	258
Nova Scotia							
1956	..	..	..	..	..	..	..
1961	11,940	2,631	3,333	36	6,000	2,696	3,244
1966	48,422	13,982	11,881	3	25,866	5,896	16,660
1970	99,160	11,565	53,020	46	64,631	10,069	24,460
1971	94,936	12,166	54,996	1	67,163	12,641	15,132
1972	82,018	12,382	53,304	1	65,687	12,121	4,210
1973	86,003	13,056	54,260	--	67,316	13,006	5,681

TABLE 18

EXPENDITURES ON POST-SECONDARY EDUCATION BY SOURCE OF FUNDS
PROVINCES AND CANADA, SELECTED YEARS (cont'd)

	Total	Government Sources				Fees	Other
		Federal[1]	Provincial	Municipal	Sub-total		
New Brunswick							
1956	..	..	..	..	..	..	..
1961	8,983	1,867	2,668	--	4,535	1,917	2,531
1966	29,849	6,060	8,032	--	14,092	3,940	11,817
1970	46,658	6,022	29,317	--	35,337	7,542	3,777
1971	51,847	5,676	32,508	--	38,184	8,200	5,463
1972	49,180	5,096	35,852	--	40,948	6,501	1,731
1973	51,817	5,347	37,053	--	42,400	7,299	2,118
Atlantic Provinces							
1956	12,352	2,941	4,215	40	7,196	2,836	2,320
1961	26,412	5,991	8,785	36	14,812	5,295	6,305
1966	106,837	25,027	38,700	3	63,730	11,982	31,125
1970	180,320	22,725	106,520	46	129,291	23,241	27,788
1971	194,023	22,438	122,527	1	144,966	27,159	21,898
1972	179,003	22,045	122,327	1	144,373	24,797	9,833
1973	183,907	23,077	124,166	--	147,243	26,279	10,385
Quebec							
1956	43,751	6,069	19,324	--	25,393	6,827	11,531
1961	124,697	15,486	76,655	--	92,141	19,711	12,845
1966	253,314	31,410	135,187	--	166,597	45,158	41,559
1970	506,835	54,760	332,632	279	387,671	42,411	76,753
1971	534,419	53,717	382,864	14	436,595	41,776	56,048
1972	620,228	59,496	492,380	64	551,940	47,750	20,538
1973	710,120	64,655	567,161	67	631,883	55,699	22,538

TABLE 18

EXPENDITURES ON POST-SECONDARY EDUCATION BY SOURCE OF FUNDS
PROVINCES AND CANADA, SELECTED YEARS (cont'd)

	Total	Government Sources					
		Federal[1]	Provincial	Municipal	Sub-total	Fees	Other
Ontario							
1956	53,657	13,354	23,618	268	37,240	9,733	6,684
1961	122,685	25,738	56,498	1,321	83,557	18,800	20,328
1966	424,897	79,471	242,190	892	322,553	45,151	57,193
1970	1,006,807	98,299	617,334	665	716,298	86,474	204,035
1971	1,050,182	99,112	810,189	409	909,710	109,394	31,078
1972	1,034,979	106,080	682,153	617	788,850	115,898	130,231
1973	1,110,229	104,135	732,147	640	836,922	125,997	147,310
Manitoba							
1956	..	..	..	..	..	..	..
1961	18,288	3,526	7,946	35	11,507	2,916	3,865
1966	42,618	10,823	18,110	67	29,000	5,993	7,625
1970	84,442	11,410	56,297	45	67,752	9,686	7,004
1971	91,624	11,688	64,324	40	76,052	10,114	5,458
1972	100,583	11,953	74,861	43	86,857	10,036	3,690
1973	110,338	12,837	81,885	47	94,769	10,913	4,656
Saskatchewan							
1956	..	..	..	..	..	..	..
1961	14,189	3,280	7,970	--	11,250	2,301	638
1966	44,663	9,762	17,667	--	27,429	5,089	12,145
1970	66,238	9,342	47,283	--	56,625	8,457	1,156
1971	73,076	8,538	50,298	--	58,836	8,242	5,998
1972	73,585	8,391	50,040	--	58,431	8,220	6,934
1973	79,561	8,841	54,522	--	63,363	8,906	7,292

TABLE 18

EXPENDITURES ON POST-SECONDARY EDUCATION BY SOURCE OF FUNDS
PROVINCES AND CANADA, SELECTED YEARS (cont'd)

	Total	Government Sources					
		Federal[1]	Provincial	Municipal	Sub-total	Fees	Other
Alberta							
1956	..	..	..	..	..	..	..
1961	26,797	4,500	17,066	--	21,566	3,457	1,774
1966	104,340	16,836	73,915	176	90,927	8,297	5,116
1970	203,426	18,633	152,085	11	170,729	17,823	14,874
1971	219,864	24,579	161,862	--	186,441	18,367	15,056
1972	215,359	26,649	157,375	16	184,040	18,378	12,941
1973	229,734	27,833	172,372	-18	200,223	20,993	8,518
British Columbia							
1956	..	..	..	..	..	..	..
1961	31,728	7,465	12,625	112	20,202	6,001	5,525
1966	104,838	26,158	48,413	3,107	77,678	13,618	13,542
1970	174,888	30,778	113,012	3,360	147,150	17,967	9,771
1971	196,048	39,009	124,736	3,080	166,825	16,120	13,103
1972	188,886	37,122	132,589	3,052	172,763	17,104	-981
1973	206,669	35,732	139,996	3,258	178,956	18,897	8,816
Western Provinces							
1956	36,968	9,632	18,106	13	27,751	6,786	2,431
1961	91,002	18,771	45,607	147	64,525	14,675	11,802
1966	296,459	63,579	158,105	3,350	225,034	32,997	38,428
1970	528,994	70,163	368,677	3,416	442,256	53,933	32,805
1971	580,612	83,814	401,220	3,120	488,154	52,843	39,615
1972	578,413	84,115	414,865	3,111	502,091	53,738	22,584
1973	626,302	85,243	448,745	3,323	537,311	59,709	29,282

TABLE 18

EXPENDITURES ON POST-SECONDARY EDUCATION BY SOURCE OF FUNDS
PROVINCES AND CANADA, SELECTED YEARS (concluded)

	Total	Government Sources			Sub-total	Fees	Other
		Federal[1]	Provincial	Municipal			
Canada[2]							
1956	148,295	33,559	65,267	321	99,147	26,182	22,966
1961	369,057	70,238	187,554	1,504	259,296	58,481	51,280
1966	1,116,612	234,561	574,213	4,245	813,019	135,288	168,305
1970	2,257,90º	280,897	1,425,166	4,406	1,710,469	206,059	341,381
1971	2,387,223	287,068	1,716,800	3,544	2,007,412	231,172	148,639
1972	2,443,190	302,303	1,711,725	3,793	2,017,821	242,183	183,186
1973	2,662,218	308,770	1,872,219	4,030	2,185,019	267,684	209,515
1974	2,947,432	330,905	2,083,833	4,180	2,418,918	294,224	234,290
1975	3,294,283	358,060	2,353,656	4,450	2,716,166	325,487	252,630

1 - Excludes federal transfers to the provinces for post-secondary education and for the minority language program (from 1970 to the present), as follows:

	$'000,000
1966	29
1970	856
1971	943
1972	1,058
1973	1,143
1974	1,248
1975	1,364

2 -Canada includes Yukon, Northwest Territories, overseas and undistributable:

1956	1,567
1961	4,261
1966	35,105
1970	34,953
1971	27,987
1972	30,567
1973	31,660

TABLE 19

EXPENDITURES ON POST-SECONDARY EDUCATION, PROVINCES AND CANADA
(BY TYPE OF EDUCATION)

	Total	University				Non-university			
		Operating	Capital	Departmental & Other	Subtotal	Operating	Capital	Departmental & Other	Subtotal
Newfoundland									
1956	..	..	..	..	..	388	..	29	417
1961	4,154	1,881	1,543	169	3,593	561	--	--	561
1966	25,980	5,563	17,849	783	24,195	1,681	63	41	1,785
1970	27,388	18,229	2,181	2,582	22,992	3,766	65	565	4,396
1971	38,554	24,664	6,991	2,350	34,005	4,372	..	177	4,549
1972	37,422	29,246	1,125	2,432	32,803	4,423	..	196	4,619
1973	36,674	27,482	1,000	2,287	30,769	5,186	500	219	5,905
Prince Edward Island									
1956	..	..	..	..	..	9	..	139	151
1961	1,335	749	300	50	1,099	209	..	27	236
1966	2,586	1,809	412	96	2,317	269	--	--	269
1970	7,114	4,560	177	1,243	5,980	1,102	..	32	1,134
1971	8,686	4,696	1,569	787	7,052	1,447	90	97	1,634
1972	10,383	4,976	2,855	1,066	8,897	1,285	95	106	1,486
1973	9,413	4,777	500	1,015	6,292	2,503	500	118	3,121
Nova Scotia									
1956	..	..	..	..	..	989	..	45	1,034
1961	11,940	8,311	956	167	9,434	1,740	687	79	2,506
1966	48,422	23,024	20,707	1,194	44,925	3,112	160	225	3,497
1970	99,160	51,460	33,191	6,267	90,918	7,155	607	480	8,242
1971	94,936	58,748	16,247	8,705	83,700	8,022	895	2,319	11,236
1972	82,018	59,616	2,952	9,564	72,132	7,374	700	1,812	9,886
1973	86,003	63,788	2,500	9,890	76,178	7,675	..	2,150	9,825

TABLE 19

EXPENDITURES ON POST-SECONDARY EDUCATION, PROVINCES AND CANADA
(BY TYPE OF EDUCATION) (cont'd)

	Total	University				Non-university			
		Operating	Capital	Departmental & Other	Subtotal	Operating	Capital	Departmental & Other	Subtotal
New Brunswick									
1956	..	..	..	..	..	844	..	109	953
1961	8,983	5,394	1,763	190	7,347	1,306	262	68	1,636
1966	29,849	13,040	12,887	808	26,735	2,739	160	215	3,114
1970	46,658	29,405	7,149	5,052	41,606	4,407	286	359	5,052
1971	51,847	33,569	7,775	4,352	45,696	4,988	382	781	6,151
1972	49,180	38,486	544	4,664	43,694	4,381	250	855	5,486
1973	51,817	42,122	1,000	4,809	47,931	2,933	..	953	3,886
Atlantic Provinces									
1956	12,352	7,088	2,506	203	9,797	2,360	..	195	2,555
1961	26,412	16,335	4,562	576	21,473	3,816	949	174	4,939
1966	106,837	43,436	51,855	2,881	98,172	7,801	383	481	8,665
1970	180,320	103,654	42,698	15,144	161,496	16,355	1,033	1,436	18,824
1971	196,023	121,677	32,582	16,194	170,453	18,829	1,367	3,374	23,570
1972	179,003	132,324	7,476	17,726	157,526	17,463	1,045	2,969	21,477
1973	183,907	138,169	5,000	18,001	161,170	18,297	1,000	3,440	22,737
Quebec									
1956	43,751	24,184	6,796	1,612	32,592	11,053	..	106	11,159
1961	124,697	68,082	27,706	4,979	100,767	18,932	4,117	881	23,930
1966	253,314	154,338	36,734	22,207	213,279	36,569	2,006	1,460	40,035
1970	506,835	256,846	61,093	46,658	364,597	118,180	8,625	15,433	142,238
1971	534,419	283,033	34,103	32,497	355,633	149,609	14,172	15,005	178,786
1972	620,228	308,707	35,538	46,469	390,714	194,593	18,955	15,966	229,514
1973	710,120	343,839	40,000	48,919	432,758	239,514	20,000	17,848	277,362

TABLE 19

EXPENDITURES ON POST-SECONDARY EDUCATION, PROVINCES AND CANADA
(BY TYPE OF EDUCATION) (cont'd)

	Total	University				Non-university			
		Operating	Capital	Departmental & Other	Subtotal	Operating	Capital	Departmental & Other	Subtotal
Ontario									
1956	53,657	34,726	6,012	1,197	41,935	11,488	..	234	11,722
1961	122,685	69,043	32,147	1,979	103,169	17,179	1,124	1,213	19,516
1966	424,897	217,893	144,549	19,310	381,752	35,441	4,989	2,715	43,145
1970	1,006,807	528,624	196,336	94,134	819,094	125,802	49,222	12,689	187,713
1971	1,050,182	613,078	140,195	79,720	832,993	134,428	63,000	19,761	217,189
1972	1,034,979	621,683	111,805	81,069	814,557	149,778	49,191	21,453	220,422
1973	1,110,229	696,896	120,000	84,410	901,306	159,447	25,554	23,922	208,923
Manitoba									
1956	..	..	..	..	..	1,343	..	55	1,398
1961	18,288	11,593	3,992	390	15,975	2,225	..	88	2,313
1966	42,618	28,948	9,398	1,222	39,568	2,812	155	83	3,050
1970	84,442	58,944	13,364	5,957	78,265	5,808	206	163	6,177
1971	91,624	61,415	15,390	5,507	82,312	7,049	300	1,963	9,312
1972	100,583	65,040	20,704	5,463	91,207	6,946	300	2,130	9,376
1973	110,338	70,796	24,000	5,701	100,497	7,466	..	2,375	9,841
Saskatchewan									
1956	..	..	..	..	..	1,658	..	10	1,668
1961	14,189	9,103	2,403	340	11,846	2,250	38	55	2,343
1966	44,663	26,494	14,163	1,002	41,659	2,674	257	73	3,004
1970	66,238	47,886	10,211	3,813	61,910	3,645	320	363	4,328
1971	73,076	52,027	11,070	3,740	66,837	4,692	680	867	6,239
1972	73,585	56,871	5,401	4,069	66,341	5,101	1,200	943	7,244
1973	79,561	61,316	6,000	4,213	71,529	6,980	..	1,052	8,032

TABLE 19

EXPENDITURES ON POST-SECONDARY EDUCATION, PROVINCES AND CANADA
(BY TYPE OF EDUCATION) (cont'd)

	Total	University				Non-university			
		Operating	Capital	Departmental & Other	Subtotal	Operating	Capital	Departmental & Other	Subtotal
Alberta									
1956	..	..	..	..	..	2,133	..	25	2,158
1961	26,797	14,924	7,347	1,138	23,409	2,646	714	28	3,388
1966	104,340	47,476	41,308	3,548	92,332	6,380	5,463	165	12,008
1970	203,426	111,840	49,374	14,620	175,834	24,267	2,675	650	27,592
1971	219,864	121,003	53,004	13,798	187,805	29,075	600	2,384	32,059
1972	215,359	124,000	40,045	14,557	178,602	33,525	600	2,632	36,757
1973	229,734	138,682	30,000	15,526	184,108	41,191	1,500	2,935	45,626
British Columbia									
1956	..	..	..	..	..	1,468	..	58	1,526
1961	31,728	22,250	6,851	628	29,729	1,982	..	17	1,999
1966	104,838	63,710	26,459	2,877	93,046	4,895	6,696	203	11,792
1970	174,888	116,153	19,167	10,428	145,748	22,889	5,626	625	29,140
1971	196,048	125,518	29,809	8,776	164,103	24,379	4,030	3,536	31,945
1972	188,886	132,606	14,479	8,907	155,992	25,965	3,043	3,886	32,894
1973	206,669	147,162	15,000	9,370	171,532	30,804	..	4,333	35,137
Western Provinces									
1956	36,968	24,212	5,720	377	30,218	6,602	..	148	6,750
1961	91,002	57,870	20,593	2,496	80,959	9,103	752	188	10,043
1966	296,459	166,628	91,328	8,649	266,605	16,759	12,571	524	29,854
1970	528,994	334,823	92,116	34,818	461,757	56,609	8,827	1,801	67,237
1971	580,612	359,963	109,273	31,821	501,057	65,195	5,610	8,750	79,555
1972	578,413	378,517	80,629	32,996	492,142	71,537	5,143	9,591	86,271
1973	626,302	417,956	75,000	34,710	527,666	88,441	1,500	10,695	98,636

TABLE 19

EXPENDITURES ON POST-SECONDARY EDUCATION, PROVINCES AND CANADA
(BY TYPE OF EDUCATION) (concluded)

	Total	University				Non-university			
		Operating	Capital	Departmental & Other	Subtotal	Operating	Capital	Departmental & Other	Subtotal
Canada									
1956	148,295	90,119	21,034	4,956	116,109	31,503	..	683	32,186
1961	369,057	211,330	85,008	14,291	310,629	49,030	6,942	2,456	58,428
1966	1,116,612	582,295	324,466	84,886	991,647	96,570	19,949	8,446	124,965
1970	2,257,909	1,223,947	392,243	213,414	1,829,604	316,946	67,707	43,652	428,305
1971	2,387,223	1,377,751	316,153	194,219	1,888,123	368,061	84,149	46,890	499,100
1972	2,443,190	1,441,231	235,448	208,827	1,885,506	433,371	74,334	49,979	557,684
1973	2,662,218	1,596,860	240,000	217,700	2,054,560	503,699	48,054	55,905	607,658
1974	2,947,432	1,794,072	234,300	228,760	2,257,132	588,595	41,500	60,205	690,300
1975	3,294,283	2,025,383	241,500	243,100	2,509,983	683,013	36,600	64,687	784,300

TABLE 20

COURSE REGISTRATIONS[1] IN FORMAL CONTINUING EDUCATION COURSES OFFERED BY DEPARTMENTS OF EDUCATION[2] AND UNIVERSITIES FOR 1960-61[3], 1970-71[3] TO 1972-73[3]

Department of Education	Canada	Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Yukon & N.W.T.
Credit: Academic												
1960-61	68,783	1,219	-	1,204	1,714	23,328	26,954	3,283	4,571	3,077	09,234	-
1970-71	497,130	9,399	4,948	10,839	6,827	184,313	142,423	8,375	9,510	18,144	92,179	584
1971-72	584,948	10,443	6,479	7,892	6,204	143,825	158,143	7,219	12,168	18,063	25,268	607
1972-73	588,585	8,493	3,544	8,188	5,984	183,934	119,223	7,949	9,156	13,313	21,962	957
Vocational/Career[4]												
1960-61	134,488	1,533	439	5,481	5,837	33,387	45,433	6,744	8,872	4,437	22,727	-
1970-71[4]	218,798	3,364	910	5,818	3,667	44,834	75,886	3,629	3,373	16,577	51,332	584
1971-72[5]	237,786	2,589	748	4,137	2,739	73,258	82,345	4,377	3,893	17,883	40,911	577
1972-73[5]	272,205	1,879	310	5,748	2,575	107,083	89,044	5,339	5,577	8,682	42,588	84
Non-Credit: (formal courses only)												
1960-61[6]	134,078	-	-	3,533	2,333	48,639	42,182	7,139	7,640	1,794	20,986	-
1970-71	373,658	983	2,076	11,582	6,744	84,478	108,109	10,088	6,649	22,777	121,042	740
1971-72	519,648	7,880	2,948	13,733	6,189	114,096	184,733	17,123	8,218	34,741	129,845	1,000
1972-73	623,088	7,813	4,528	16,670	6,950	158,132	219,341	20,738	9,343	43,667	148,749	1,214
Department of Education - Total												
1960-61	375,484	2,771	439	10,228	9,884	104,374	134,772	17,197	22,283	11,508	92,947	-
1970-71	991,577	13,406	8,333	28,249	16,938	299,633	334,014	22,092	19,532	57,518	284,553	1,480
1971-72	1,136,382	20,451	9,384	25,742	15,353	331,169	397,183	28,719	24,280	72,689	197,024	2,184
1972-73	1,287,588	18,184	8,482	30,340	15,399	398,891	428,570	33,147	23,274	65,662	212,388	2,259
Universities												
Credit[7] (regular, summer session & correspondence)												
1960-61	76,176	110	-	1,950	3,577	38,633	28,372	4,447	5,206	4,282	9,189	-
1970-71	371,990	8,186	2,752	18,641	13,120	134,662	138,830	22,178	17,780	28,223	19,168	-
1971-72	372,480	8,669	3,257	18,238	12,039	138,315	147,732	21,876	15,588	28,221	14,667	-
1972-73	373,432	8,495	3,084	11,053	11,547	138,148	156,145	21,538	15,054	21,518	14,931	-
Non-Credit (formal courses only)												
1960-61	119,253	434	-	3,397	3,088	14,75	38,982	3,834	10,342	19,381	21,145	-
1970-71	148,782	300	323	3,751	2,744	39,232	95,547	6,901	7,918	18,482	23,259	-
1971-72	156,080	2,384	422	4,095	2,479	37,238	48,892	6,482	9,781	32,600	32,518	-
1972-73	181,605	2,924	291	5,723	3,363	34,380	54,984	7,599	13,139	33,634	35,774	-
Universities - Total												
1960-61	196,431	544	-	7,087	8,455	33,373	67,334	8,281	15,548	23,663	30,334	-
1970-71	520,312	8,481	3,073	24,412	15,864	193,954	194,387	29,079	25,698	46,705	42,427	-
1971-72	528,560	11,233	3,689	22,331	14,518	143,423	190,734	28,379	25,389	60,830	47,185	-
1972-73	555,037	11,419	3,333	16,733	13,112	166,528	211,129	29,817	28,183	47,172	50,705	-
Total Credit												
1960-61	217,582	2,881	439	8,765	12,928	74,662	120,961	13,671	15,867	15,996	46,070	-
1970-71	989,668	28,498	8,431	37,318	22,814	333,914	336,129	34,188	23,043	56,966	102,679	918
1971-72	987,154	31,308	8,893	34,225	21,020	275,780	340,142	33,672	31,588	54,185	84,844	1,184
1972-73	948,042	18,847	7,168	24,882	20,004	330,847	383,414	31,926	27,787	49,513	86,597	1,041
Total Non-Credit												
1960-61	253,333	434	-	8,930	5,962	63,388	81,143	11,066	17,982	31,179	42,891	-
1970-71	522,430	1,468	2,999	15,343	9,908	113,770	162,076	16,989	14,367	61,259	144,381	740
1971-72	675,758	10,384	4,360	14,848	8,868	141,302	232,807	23,529	17,911	78,350	138,349	1,000
1972-73	838,613	10,774	4,777	22,199	10,483	180,513	274,145	28,059	22,672	71,321	170,514	1,218
GRAND TOTAL												
1960-61	569,880	3,313	439	17,235	18,310	139,649	282,104	25,510	37,839	37,172	88,121	-
1970-71	1,511,899	22,097	11,430	42,661	31,122	449,584	518,405	51,169	48,230	98,223	246,980	1,658
1971-72	1,662,936	31,684	13,073	41,073	29,871	474,582	582,949	56,997	49,589	133,519	244,209	2,184
1972-73	1,786,655	29,621	11,937	47,079	30,511	507,379	657,559	59,944	50,459	118,834	263,073	2,259

1 - Registrations are larger than the number of students because some may be registered in two or more courses (activities).

2 - Includes Vocational Boards, correspondence study, public trade schools and colleges. There were few "colleges" in 1960-61.

3 - Refers to a complete 12-month period (July 1 - June 30).

4 - No college data were available for 1970-71.

5 - Credit course registration data are estimates based on actual student enrolments.

REFERENCES

1. M.E. LaZerte, "Present Methods of Financing Education in Canada," in Addresses and Proceedings of the Canadian Conference on Education, ed. by George G. Croskery and Gerald Nason (Ottawa: Mutual Press, 1958), p. 214.

2. The Royal Commission on Dominion-Provincial Relations (The Rowell-Sirois Commission) was appointed in 1937 and submitted its report in 1939. Three provinces - Alberta, Ontario and Quebec - did not participate.

3. Canada and Newfoundland Education Association, Report of the Survey Committee Appointed to Ascertain the Chief Educational Needs in the Dominion of Canada (Toronto: 1943), pp. 29, 31.

4. Canadian Education Association, The Status of the Teaching Profession (Toronto: Canadian Education Association, 1948), p. 110.

5. E.F. Sheffield, "Demand and Supply in the Teaching Profession," in Canadian Conference on Education, op. cit., pp. 474, 479.

6. "Practical Education in Canadian Schools," Canadian Education (March, 1949).

7. A.W. Trueman, "A Canadian Point of View for Education," in Canadian Conference on Education, op. cit., p. 41.

8. Royal Commission on Canada's Economic Prospects, Final Report (Ottawa: The Queen's Printer, 1957).

9. The Royal Commission on Education (Hope Commission) had been appointed in Ontario in 1945 to investigate elementary and secondary education. Its report was presented in 1950.

10. Royal Commission of Enquiry on Education in the Province of Quebec, Report, hereinafter referred to as The Parent Report (Quebec: Quebec Official Publisher, 1963), Vol. 1, p. 75.

11. Economic Council of Canada, Perspective 1975: Sixth Annual Review (Ottawa: 1969), p. 124.

12. Statistics Canada, Education in Canada - A Statistical Review for the Period 1960-61 to 1970-71 (Ottawa: Information Canada, 1973), p. 30.

13. Newfoundland operates a denominational system, providing schools for the following religious groups: Roman Catholic, United Church, Church of England, Salvation Army, Seventh-Day Adventists and the Pentecostal Assemblies of Newfoundland. This information appears in Table 5 of the Annex.

14. Education in Canada, op. cit., p. 7.

15. Ibid., p. 121.

16. Canadian Teachers' Federation, Educational Finance in Canada (Ottawa: 1954), p. 52.1.

17. Ibid.

18. Education in Canada, op. cit.

19. Canadian Teachers' Federation, Education Finance in Canada (Ottawa: 1969), p. 21.

20. Education in Canada, op. cit., p. 94.

21. This issue is discussed at some length in The Parent Report, op. cit., pp. 79-86.

22. J. Douglas Ayers, "Present Educational Expenditures and Our National Potential," in Canadian Conference on Education, op. cit., p. 208.

23. The Parent Report, op. cit., pp. 86-88 and pp. 105-21. Also useful in this connection are annual reports and other documents of the Conseil supérieur de l'éducation.

BIBLIOGRAPHY

1. Canada and Newfoundland Education Association. Report of the Survey Committee Appointed to Ascertain the Chief Educational Needs in the Dominion of Canada. Toronto: 1943.

2. Canadian Education Association. The Status of the Teaching Profession. Toronto: Canadian Education Association, 1948.

3. Canadian Teachers' Federation. Educational Finance in Canada. Ottawa: 1954.

4. Canadian Teachers' Federation. Education Finance in Canada. Ottawa: 1969.

5. Croskery, George G., and Nason, Gerald, ed. Addresses and Proceedings of the Canadian Conference on Education. Ottawa: Mutual Press, 1958.

6. Economic Council of Canada. Perspective 1975: Sixth Annual Review. Ottawa: 1969.

7. Great Britain. British North America Act, 1867. 30 & 31 Vict., ch. 3, sec. 93

8. "Practical Education in Canadian Schools." Canadian Education. March, 1949.

9. Royal Commission of Enquiry on Education in the Province of Quebec. Report. Quebec: Quebec Official Publisher, 1963.

10. Royal Commission on Canada's Economic Prospects. Final Report. Ottawa: The Queen's Printer, 1957.

11. Statistics Canada. Education in Canada - A Statistical Review for the Period 1960-61 to 1970-71. Ottawa: Information Canada, 1973.